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AUTHOR Lore, Rosemary; Chamberlain, Ed
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ABSTRACT

Intended to improve language and reading skills of selected underachieving students, the 1989-90 Compensatory Language Experiences and Reading Program (CLEAR) of the Columbus, Ohio, public schools served 5,135 pupils in grades 1-8. Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading textbooks. Instructional techniques and use of materials based on whole language principles, skill-centered objectives, and computer assisted instruction were applied to fit individual needs. Three different reading treatments were evaluated: regular, whole language, and computer assisted instruction. The program was evaluated through administration of the Comprehensive Tests of Basic Skills as pretest and posttest. Results indicated that: (1) 57.7% of the 2,755 pupils in the overall sample gained more than 3.0 normal curve equivalent (NCE) points in the total reading category and there was an average gain of 5.6 normal curve equivalent points across grades and treatment groups; (2) 64.7% of the pupils in the overall sample of 2,533 students for the reading/oral comprehension category gained at least 3.0 NCE and the average gain was 7.2 NCE across grades and treatment groups; (3) 72.8% of the students were promoted or passed their target courses; and (4) 80% of the students in the whole language program reached an appropriate text reading level for promotion to the next grade. The program will be totally restructured during the 1990-91 school year. (Twenty-six tables of data are included; appendixes include four additional tables of data, and survey and evaluation instruments.) (RS)

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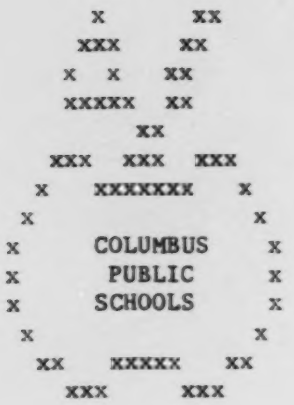
Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING PROGRAM

December 1990



Written by:

Rosemary Lore and Ed Chamberlain
Professional Specialists

Under the Supervision of:

E. Jane Williams, Ph.D.

Data Analysis by:

Kathy L. Morgan
Professional Specialist

Under the Supervision of:

Richard A. Amorose, Ph.D.

Columbus (Ohio) Public Schools
Department of Program Evaluation
Gary Thompson, Ph.D., Director

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Elementary and Secondary Education Act—Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING PROGRAM
1989-90

ABSTRACT

Program Description: The Compensatory Language Experiences and Reading (CLEAR) program served 5135 pupils. Funding of the component was made available through the Elementary and Secondary Education Act—Chapter 1 of 1989.

The purpose of CLEAR was to provide assistance to selected underachieving pupils in grades one through eight in order that they might attain more fully their potential for and improvement of language and reading skills. The program featured individual and small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Various subgroups of program teachers were provided with a total of 11 inservice sessions.

Within the CLEAR program six projects served elementary and middle school (public and non-public) pupils. Generally, the non-public school project's demographic and achievement data were subsumed in the data for the CLEAR-Whole Language and the CLEAR-Middle School projects. Three different reading treatments (methods/instruction) were evaluated: regular, whole language, and computer assisted instruction. Two projects (elementary and middle) received regular reading instruction, two elementary projects (public and non-public pupils) received whole language instruction and two projects (elementary and middle) utilized Computer Assisted Instruction/Computer Management System (CAI/CMS). A variety of computer systems was used in the CAI/CMS projects.

Time Interval: For evaluation purposes, the CLEAR program started on September 18, 1989 and continued through March 30, 1990 for all grades and all projects except grade 1 in the CLEAR-Whole Language projects. For grade 1 of Whole Language the evaluation time period began September 25, 1989 and ended March 30, 1990 which gave grade 1 an evaluation time period of 121 days instead of 126 days. Pupils included in the final pretest-posttest analyses must have attended at least 80 percent of the instructional time stated above.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading textbooks. Instructional techniques and use of materials based on whole language principles, skill-centered objectives, and computer assisted instruction were applied to fit individual needs.

Desired Outcomes: Program pupils could be included in either of two evaluation samples. All projects except Whole Language had three outcomes. Desired Outcomes 1 and 2 were evaluated by achievement testing which measured basic skills and advanced skills. Essentially the two achievement outcomes stated that at least 50 percent of the pupils in the samples—those who met the attendance criterion, were English speaking, and had a pretest-posttest score for Total Reading (basic skills) or a pretest-posttest score for Reading/Oral Comprehension (advanced skills)—would gain at least 3.0 normal curve equivalent points for the instructional period in each project. Pupils in grade 1 within the projects had only a Total Reading score. Desired Outcome 3 stated that 35 percent of the pupils who met the sample criteria and who were identified as being in danger of failing (grades 1-5) or in danger of failing a reading course (grades 6-8) would not fail. In addition to these outcomes, the Whole Language project had one additional desired outcome (Desired Outcome 4) which stated that at least 50 percent of the pupils who met the attendance criterion would reach an appropriate text reading level for promotion to the next grade.

Evaluation Design: The two desired outcomes dealing with gain in NCE points were evaluated through the administration of the Comprehensive Tests of Basic Skills, with the exception of grade 1, which received the Metropolitan Achievement Tests, Sixth Edition (MAT6). Analyses of the pretest to posttest data were

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primarily in terms of NCE change scores and percentages of pupils by grade and by treatment group meeting criterion for the NCE point gain of 3.0. The other desired outcomes were evaluated by means of locally constructed instruments.

Major Findings: The information collected on the Pupil Census Forms indicated the program served 5135 public and non-public pupils for an average of 3.6 hours of instruction per week. The average daily membership in the program was 4165.5 pupils. The average days of enrollment per pupil was 102.0 days and the average attendance per pupil was 88.2 days. The average number of pupils served per teacher was 50.8. The attendance criterion was met by 3319 pupils, which was 64.6% of the 5135 pupils served.

Because the three instructional groups within the CLEAR program (total treatment group) served different grades, the reader should not make comparisons between and among the evaluation samples in the instructional groups. Each group's NCE improvement category results for Total Reading and Reading/Oral Comprehension should be considered singly.

Desired Outcome 1 dealing with the NCE score improvement categories for Total Reading (grades 1-8 with 2755 pupils in the sample) showed that of the 1004 pupils in the regular instructional group, 549 (54.7%) met the criterion for Total Reading; in the whole language instructional group, 490 (65.0%) of 754 pupils met criterion; and in the computer assisted instructional group, 550 (55.2%) of 997 pupils met the criterion for Total Reading. In the overall sample of 2755 pupils, the criterion was met by 1589 pupils (57.7%), with an average gain of 5.6 NCE points across grades and treatment groups. Desired Outcome 1 was met.

Desired Outcome 2 dealing with the NCE score improvement categories for Reading/Oral Comprehension (grades 2-8 with 2533 pupils in the sample) showed that in the regular instructional group of 984 pupils, 563 (57.2%) met the criterion; in the whole language group, 538 (70.4%) of the 622 pupils were successful; and of the 927 pupils in the computer assisted instructional group, 539 (58.1%) met the criterion. Of the 2533 pupils in the overall sample, 1640 (64.7%) met the criterion, with an average gain of 7.2 NCE points across grades and treatment groups. Desired Outcome 2 was met.

Desired Outcome 3 dealing with retention or course failure was achieved in every project at every level. Of the 797 pupils predicted for retention (elementary) or course failure (middle school), 580 pupils (72.8%) were promoted or passed their target courses.

Desired Outcome 4 dealing with end-of year text reading level for the Whole Language instructional projects met the criterion. Of the 918 pupils in the sample, 738 or 80.0% met the criterion.

Positive ratings were given by CLEAR teachers to Chapter 1 inservice sessions in which they participated. Overall ratings for questions were above 4.4 on a scale of 1.0 (Strongly Disagree) to 5.0 (Strongly Agree).

CLEAR teachers reported contact with parents and hours spent in five different activities at the end of each month. They reported a total of 11066.6 contacts with 3602.1 parents of program pupils involving 6725.7 parent hours. Because teachers in the CAI/CMS projects served part time in the CLEAR program and part time in the MIC program, parent involvement data from this subset of CLEAR teachers had to be prorated between their two programs. This accounts for the statistical oddity of the fractional parents encountered.

Process evaluation was conducted in a series of on-site observations to CLEAR-Whole Language units, using on-site interviews, teacher-rating scales, and observations in the regular and CAI/CMS elementary and middle schools, and with an additional mailed questionnaire surveying computer systems used in the CAI/CMS segments of the program. The visits indicated that, by and large, the program guidelines were being implemented and followed. Pupils in the CAI/CMS projects worked at their computer stations between 40 and 50 percent of their instructional time.

Recommendations: This program is to be totally revamped and restructured during the 1990-91 school year. Many recommendations have been made over the years for Chapter 1 programs. The organizational structure and guidelines for implementing the new program should reflect cognizance of past recommendations—particularly those which dealt with weaknesses of the programs—making sure that foresight is utilized in avoiding similar problems.

Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING PROGRAM

December 1990

Program Description

The program goal of the Compensatory Language Experiences and Reading (CLEAR) program was to provide assistance to selected underachieving pupils "who would be least ready among their peers to be promoted to the next grade level" in grades one through eight in order that they might attain more fully their potential for and improvement of language and reading skills to enable them to become successful readers and learners in their regular classroom. To accomplish this goal the program featured individual and small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Instructional techniques and materials based on whole-language techniques and skill-centered objectives were applied to fit individual needs. Inservice was provided for program teachers.

The CLEAR program first operated in 1978-79 when previous Primary and Intermediate Language Development Programs were combined to achieve greater continuity and consistency of service for elementary school pupils. The first Computer Assisted Instruction/Computer Management System (CAI/CMS) unit in the CLEAR program was piloted in the second semester of the 1981-82 school year in one elementary school. The Whole Language projects were piloted during the 1987-88 and 1988-89 school years as a primary level treatment. In 1989-90 the CLEAR program was staffed by 125 teachers serving 99 public schools, and seven non-public Chapter 1 eligible schools. Of the 99 public schools, 26 were middle schools. Of the 125 teachers in the total program, 36 utilized computers in their instruction, 43 teachers taught in the regular projects, and 46 teachers participated in projects utilizing a whole language approach. In terms of full-time equivalency (FTE) the CLEAR program was staffed with 101 teachers. Each teacher provided services to a maximum of 40 elementary pupils or to a maximum of 56 middle school pupils at any given time, with the exception of the CAI/CMS units. Since the use of microcomputers was intended to expand the number of pupils served, elementary and middle school CAI/CMS teachers served a maximum of 60 pupils. Those serving both reading pupils and mathematics pupils served a maximum of 28 to 32 pupils in each project.

Within the CLEAR program six projects served elementary and middle school (public and non-public) pupils. Generally, the non-public school project's demographic and achievement data were subsumed in the data for the CLEAR-Whole Language and the CLEAR-Middle School projects. Each of the six projects was in an instructional group which focused on one of three different reading instructional methods: regular, whole language, and computer assisted instruction. Two projects (elementary and middle) received regular reading

instruction, two elementary projects (public and non-public pupils) received whole language instruction, and two projects (elementary and middle) utilized Computer Assisted Instruction/Computer Management System (CAI/CMS).

The regular CLEAR-Elementary project served grades 2-5, operated with 24 teachers in 16 schools; and the regular CLEAR-Middle School project operated with 19 teachers (18 public and one non-public) in 19 schools.

The CLEAR-Primary Whole Language pilot project took formal project status this year and was expanded to include grades 4 and 5. It was renamed simply CLEAR-Whole Language. The whole language instructional method was used in grades 1-5 in two projects (public and non-public schools) and operated with 41 public and 5 non-public teachers in 32 public schools and 6 non-public schools (one non-public teacher served two schools).

The elementary CAI/CMS project, serving grades 2-5, operated with 28 teachers in 25 schools, and the middle school CAI/CMS project operated with 8 teachers in 8 schools. A variety of computer systems was used in the CAI/CMS projects. In addition to providing a technique to reading and language instruction, the use of CAI/CMS was also intended to enable participating teachers to serve more pupils than would be possible in the regular CLEAR projects. The use of CAI/CMS was also intended to be a cost-effective alternative to replacing badly worn conventional equipment.

Twenty-two of the 28 CAI/CMS teachers served in both the CLEAR program and the Mathematics Improvement Component. Evaluation of the Mathematics Improvement Component is reported separately (Gibbons, 1990). Ten of the CLEAR-Whole Language teachers also served in the CLEAR-Reading Recovery project. Evaluation of CLEAR-Reading Recovery will be reported in a separate report (Pollock, 1990).

The CLEAR program served a total of 5135 pupils (4986 public and 149 non-public school pupils). Of the 5135 total, 3546 pupils were served in the regular and Whole Language CLEAR projects (grades 1-8), and 1589 pupils were served in the CAI/CMS projects (grades 2-7). At the primary level (grades 1-3), a total of 2668 public and non-public pupils were served and are enumerated as follows: 757 regular primary, 1444 Whole Language (includes non-public), and 467 CAI/CMS primary grade pupils. At the intermediate level (grades 4-5), a total of 1104 public and non-public pupils received service and are enumerated as follows: 250 regular intermediate, 154 Whole Language (includes non-public), and 700 CAI/CMS intermediate grade pupils. In middle school (grades 6-8), a total of 1363 pupils was served, which included 941 public and non-public pupils in the regular project and 422 pupils in the CAI/CMS project.

Evaluation Objectives

The Desired Outcomes for the CLEAR program differed slightly depending on the project. Generally, either three or four outcomes for each project were delineated.

The CLEAR-Elementary (regular), CLEAR-Middle School (regular), CLEAR-Whole Language (public and non-public), and CLEAR-Middle-CAI projects each had the following three Desired Outcomes.

At least 50 percent of the pupils in grades 1-8 who attend the program at least 80% of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. Gain will be measured by a nationally standardized achievement test.

At least 50 percent of the pupils in grades 2-8 who attend the program at least 80% of the instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in reading comprehension. Gain will be measured by a nationally standardized achievement test.

At least 35 percent of the pupils who attend the program at least 80 percent of the instructional period and who are identified by their classroom teacher on or before December 1, 1989, as being in danger of retention will not be retained (grades 1-5) or as being in danger of failing the course in which reading instruction occurs will not fail (grades 6-8).

In addition the CLEAR-Whole Language (public and non-public) projects had one additional Desired Outcome unlike the outcomes for the other projects.

At least 50 percent of the pupils who attend the program at least 80 percent of the instructional period will reach an appropriate text reading level for promotion to the next grade. The appropriate Ginn text reading level for the end of Grade 1 is successful completion of Ginn text reading level 8 (3rd preprimer), the end of grade 2 is successful completion of text reading level 12 (grade 1 reader), the end of grade 3 is successful completion of text reading level 16 (grade 2^2 reader), the end of grade 4 is successful completion of text reading level 20 (grade 3^2 reader), and grade 5 is successful completion of text reading level 22 (grade 4 reader).

Because the Elementary Computer Assisted Instruction/Computer Management Systems (CAI/CMS) project was structured so that pupils entered, withdrew, and reentered as achievement dictated, this changed the attendance criteria for the Desired Outcomes making them slightly different from the other projects. The Desired Outcomes follows:

At least 50 percent of the pupils who were enrolled at least 30 days and who attended the program at least 80 percent of their instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading. Gain will be measured by a nationally standardized achievement test.

At least 50 percent of the pupils who were enrolled at least 30 days and who attended the program at least 80 percent of their instructional period will gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in reading comprehension. Gain will be measured by a nationally standardized achievement test.

At least 35 percent of the students who were enrolled at least 30 days and who attended the program at least 80 percent of their instructional period and who are identified by their classroom teacher on or before December 1, 1989 as being in danger of being retained will not be retained.

The program time period established for evaluation purposes was 126 days beginning September 18, 1989 and ending March 30, 1990 for all grades and all projects except grade 1 in the CLEAR-Whole Language projects. For grade 1 of the Whole Language projects (public and non-public schools), the evaluation time period was 121 days and began September 25, 1989 and ended March 30, 1990. Analysis of pretest-posttest performance was contingent upon pupil attendance for 80% of the instructional period delineated by the Desired Outcomes, which was 101 days for grades 2-8 and 97 days for grade 1.

Evaluation Design

The evaluation design provided for the collection of data in six areas of operation for the overall program. The instruments used to collect the data are found in Appendix B, with the exception of the standardized achievement tests.

1. ESEA Chapter 1 Pupil Census Form Information

   The Pupil Census Form (locally developed) was completed by program teachers for each pupil served, to provide the following information: days of program enrollment, days of program attendance, and hours of instruction per week. The form also included information regarding the pupil's grade and sex, provided for identifying those pupils who were non-English speaking, provided for identifying any pupil who left the ESEA program because he or she qualified for a special education program, and included a question regarding a pupil's progress which required a subjective response from the program teacher. Collection of these forms was completed in April 1990. See page 71 of Appendix B for sample form.

2. Standardized Achievement Test Information

   Except at the first and second grade, program pupils were administered the Comprehensive Tests of Basic Skills (CTBS, 1981). This test series, which is published by CTB/McGraw-Hill, has empirical norms for fall and spring, established October 6-10, 1980, and April 27 to May 1, 1981. First and second grade pupils were administered the Metropolitan Achievement Tests, Sixth Edition (MAT6, 1985) which is published by The Psychological Corporation/ Harcourt Brace Jovanovich, Inc. This test series has two sets of norms (national and non-public) for fall and spring. Standardization was established between October 1 and 31 in 1984 for fall, and spring standardization was established between April 8 and May 15 in 1985. The form, subtest, and test levels used for each grade level are listed below:

Grade	Pretest Test	Pretest Form	Pretest Level	Pretest Subtests	Posttest Test	Posttest Form	Posttest Level	Posttest Subtests
1	MAT6	PP	L	Total Reading	MAT6	PR	L	Total Reading
2	MAT6	PR	L	Total Reading Reading Comp.	MAT6	P1	L	Total Reading Reading Comp.
3	CTBS	V	D	Total Reading Reading Comp.	CTBS	V	E	Total Reading Reading Comp.
4	CTBS	V	E	Total Reading Reading Comp.	CTBS	V	F	Total Reading Reading Comp.
5	CTBS	V	F	Total Reading Reading Comp.	CTBS	V	G	Total Reading Reading Comp.
6	CTBS	V	G	Total Reading Reading Comp.	CTBS	V	G	Total Reading Reading Comp.
7	CTBS	V	G	Total Reading Reading Comp.	CTBS	V	H	Total Reading* Reading Comp.
8	CTBS	V	H	Total Reading Reading Comp.	CTBS	V	H	Total Reading Reading Comp.

*Estimated by administration of customized Form V

All testing was done on level using the Norm-Referenced Model for evaluation of the Chapter 1 CLEAR projects. A spring-to-spring testing cycle was used for grades 2-8. A fall-to-spring cycle was used at grade one. At posttest time, grade 7 was administered customized tests that provided norm-referenced as well as criterion-referenced scores. The CTBS pretests administered at grades 2, 4, and 7 were also customized tests. The customized tests were developed by Columbus Public Schools personnel in cooperation with CTB/McGraw Hill to match the Columbus Public Schools Graded Course of Study.

The achievement tests were administered as follows: Pretests and posttests for grades 2-8 were administered as part of Districtwide Testing in Spring 1989 and Spring 1990. Pretests and posttests for CLEAR grade 1 pupils were administered by the classroom teacher along with other grade 1 compensatory education pupils in Fall 1989 and Spring 1990. Program teachers in the seven non-public schools (grades 1-8) administered pretests and posttests. During Districtwide Testing, tests were administered by classroom teachers with program teachers serving as proctors. Pretesting for grade 1 occurred during the week of September 18-22, 1989; posttesting for all pupils occurred April 2-6, 1990.

3. Potential Retainee/Course Failure Information

The locally developed Potential Retainee Record Sheet (found in Appendix B, page 72) was designed to collect data on elementary school pupils in danger of being retained for this school year. Information about possible retention was collected by program teachers from the pupils' regular classroom teachers and recorded on the instrument by December 1, 1989. Non-public Program school teachers consulted with each pupil's classroom teacher again at the end of the year to collect data on pupils who were actually retained. Non-public Program teachers completed their forms by June 5, 1990. All end-of-year information for public school pupils was obtained from the district retention file.

The Potential Course Failure Record Sheet (Appendix B, page 73), also locally developed, was designed to collect data on middle school pupils in danger of failing their reading course. This information was collected by the program teacher from the pupils' regular subject area teachers and recorded on the instrument by December 1, 1989. Non-public school teachers consulted with each pupil's homeroom or subject area teacher again at the end of the year to collect data on pupils who were actually retained. Non-public Program teachers completed their forms by June 5, 1990. All other end-of-year information for public school pupils was obtained from the district grade reporting file.

4. ESEA Chapter 1 Text Reading Level Information

One of the CLEAR-Whole Language project's Desired Outcomes was related to text reading level. A locally constructed instrument, Whole Language Text Reading Level Record Sheet, was constructed to record the end-of-year level that each pupil had successfully completed in the assessment text series. Program teachers collected these data and completed their forms by May 30, 1990. A sample of the instrument can be found on page 74, Appendix B.

5. ESEA Chapter 1 Parent Involvement Information

The Parent Involvement Form was constructed locally to collect data on the level and nature of parental involvement in Chapter 1 programs. Data were reported by program teachers on a monthly basis, September 1989 through June 1990. Monthly data included number of parents and number of hours involved in five categories of parent involvement, including a monthly unduplicated count of parents involved. In addition, a yearly unduplicated count of parents was collected at the end of the school year. See pages 75 and 76 of Appendix B to see samples of the instrument.

6. ESEA Chapter 1 Inservice Evaluation Information

The locally developed General Inservice Evaluation Form (see page 79, Appendix B) was designed to obtain teacher perceptions regarding each inservice session. The form was administered to participants at the close of inservice sessions held for Chapter 1 program teachers. A modified version of the form (see pages 77-78, Appendix B) was used for the orientation meetings. Dates and topics of inservice meetings conducted by Chapter 1 in which CLEAR teachers participated are shown in Table 1. Teachers completed inservice evaluation forms for all of the 11 inservice meetings, except one occurring on April 23 held for second-grade teachers.

In addition to the types of data specified in the evaluation design, three types of process evaluation were obtained. Observations were conducted in the Whole Language projects (public and non-public schools) to determine the extent to which guidelines for the whole language approach were implemented. The observations were conducted by the program evaluator using a locally constructed instrument, the Evaluator's Visitation Log.

Table 1

Dates and Topics of the Inservice Meetings Conducted
by Chapter 1 for School Year 1989-90

Date	Title of Inservice	CLEAR-Elementary			CLEAR-Middle	
		Regular (Grades 2-5)	Whole Language (Grades 1-5)	CAI (Grades 2-5)	Regular	CAI
August 31	Orientation for the 1989-90 School Year		X			
September 1	Orientation for the 1989-90 School Year	X		X	X	
September 5	Orientation for the 1989-90 School Year					X
September 5, 6, 7, 8	Review of Effective Instruction		X			
October 19	Primary Trait Assessment for Competency Based Education				X	X
November 15	Competency Based Education in Reading	X				
December 7	Competency Based Education in Reading; Competency Based Education and the Writing Process			X		
February 27 March 1, 5, 6	Instructional Procedures		X			

(table continues)

Table 1 (Continued)

Dates and Topics of the Inservice Meetings Conducted
by Chapter 1 for School Year 1989-90

Date	Title of Inservice	CLEAR-Elementary			CLEAR-Middle	
		Regular (Grades 2-5)	Whole Language (Grades 1-5)	CAI (Grades 2-5)	Regular	CAI
April 23	Testing Procedures	*	*			
May 4	End-of-Year Procedures		X			
May 31	Interpersonal Relationships Within the School Setting	X				
Total number of Inservice Sessions Provided For Each Group of Program Personnel		4	5	2	2	2

*Note. This meeting was not evaluated because the primary purpose was to give testing materials to Chapter 1 teachers who served second grade pupils.

At the elementary and middle school levels, on-site visitations were used to conduct teacher interviews using another locally developed instrument which was also called the Evaluator's Visitation Log. The latter instrument included a 5-point rating scale to be completed by teachers, an observation checklist of instructional activities, and additional interview items.

One additional locally constructed instrument, the Computer Census Form, was used as a questionnaire in the CAI/CMS projects of the CLEAR program. This instrument had two purposes: to delineate and describe the various computer systems used in CAI/CMS labs and to determine the percent of program time pupils worked at the computer in the different computer systems.

All three process evaluation instruments are found in Appendix B (pages 80-93). Findings from the collection of data from these instruments are summarized in this report under the heading Process Evaluation Information (pages 49-55). The full interim reports are on file at the Department of Program Evaluation, Columbus (Ohio) Public Schools (Chamberlain, 1990; Chamberlain and Lore, 1990; and Lore, 1990).

Major Findings

Pupils were selected for the program on the basis of a standardized, norm-referenced, comprehension test score at or below the 36th percentile.

Pupil Census Information

A total of 5135 pupils, including 4986 pupils in public schools (grades 1-8) and 149 in non-public schools (grades 1-8), was served by the ESEA Chapter 1 CLEAR program during the 1989-90 school year for an average of 3.6 hours of instruction per week. Of the 5135 pupils, 3772 were in grades 1 through 5 and 1363 attended middle schools. Of the 5135 public and non-public pupils served, 2605 elementary pupils (grades 1-5) received either regular or whole language instruction and 941 middle school pupils (grades 6-8) received regular instruction, and 1167 elementary pupils (grades 2-5) and 422 middle school pupils (grades 6-7) received CAI/CMS instruction. The 149 non-public elementary and middle school pupils were all served in the CLEAR-Whole Language and the regular CLEAR-Middle projects. Generally pretest and posttest achievement data for the Non-public Program (NP) project were subsumed under these two other projects.

The average daily membership in the overall program was 4165.5 pupils. The average days of enrollment per pupil was 102.0 days, and the average attendance per pupil was 88.2 days. The average number of pupils served per teacher during the school year by the 101.0 FTE teachers was 50.8 although the average number of pupils enrolled per teacher at any given time was 41.2 (Average Daily Membership divided by number of FTE teachers). The attendance criterion was met by 3319 pupils, or 64.6% of all program enrollees. Data pertaining to enrollment and attendance are presented in Table 2.

Table 3 presents comparisons by grade of number of pupils served, enrollment and attendance among the instructional groups i.e., those receiving regular instruction, whole language instruction, and computer assisted instruction/computer management system (CAI/CMS) instruction. As indicated in Table 3 the total number of public and non-public school pupils in grades 2-8 who were served in the regular instructional group was 1948 which included 1007 pupils in grades 2-5, and 941 pupils in grades 6-8. In the whole language instructional group, the total number of public and non-public school pupils in

Table 2

Number of Public and Non-public Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days Reported by Grade Level Across Instructional Groups
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hours of Instruction per Pupil per Week	Pupils Attending 80% of Days
1	308	120	188	91.9	82.0	233.9	3.7	164
2	1297	580	717	103.3	92.4	1062.9	3.7	835
3	1063	505	558	103.1	86.9	869.6	3.5	727
4	626	289	337	99.0	83.7	491.9	3.5	448
5	478	209	269	98.7	80.6	374.4	3.4	335
6	1165	526	639	105.0	91.5	970.8	3.5	702
7	168	67	101	102.5	89.8	136.7	3.5	89
8	30	9	21	106.5	90.5	25.4	3.6	19
Total	5135	2305	2830	102.0	88.2	4165.5	3.6	3319

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Table 3

Number of Public and Non-Public Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
Regular Group								
2	463	207	256	102.5	89.1	376.8	3.8	274
3	294	154	140	101.4	85.0	236.5	3.7	154
4	143	72	71	99.4	92.9	112.9	3.9	89
5	107	51	56	101.2	93.4	85.9	4.0	68
6	765	326	439	105.6	92.4	641.1	3.5	468
7	146	58	88	103.1	90.6	119.5	3.5	79
8	30	9	21	106.5	90.5	25.4	3.6	19
Total	1948	877	1071	103.4	90.4	1598.1	3.7	1151

(table continues)

Table 3 (Continued)

Number of Public and Non-Public Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
Whole Language Group								
1	308	120	188	91.9	82.0	233.9	3.7	164
2	773	346	427	103.7	94.6	636.3	3.7	513
3	363	174	189	102.7	93.8	295.9	3.8	238
4	114	57	57	97.1	88.4	87.9	3.8	66
5	40	18	22	85.0	78.1	27.0	3.8	19
Total	1598	715	883	100.3	91.1	1280.9	3.7	1000

(table continues)

Table 3 (Continued)

Number of Public School Pupils Served; Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week; and Pupils Attending 80% of Days Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
CAI/CMS Group								
2	61	27	34	102.9	88.9	49.8	3.2	48
3	406	177	229	104.6	82.0	337.1	3.2	335
4	369	160	209	99.4	78.7	291.2	3.2	293
5	331	140	191	99.5	76.7	261.5	3.2	248
6	400	200	200	103.9	89.9	329.7	3.5	234
7	22	9	13	98.4	84.4	17.2	3.4	10
8	0	0	0	--	--	--	--	NA
Total	1589	713	876	102.0	82.4	1286.5	3.3	1168

grades 1-5 who were served was 1598, while 1589 pupils were served in two projects in the CAI/CMS instructional group (1167 pupils in grades 2-5 and 422 pupils in grades 6-7). The average daily membership in the CLEAR public and non-public regular projects totaled 1598.1 (812.1 pupils in grades 2-5 and 786.0 pupils in grades 6-8). The whole language instructional group for public and non-public projects had an average daily membership of 1280.9. The average daily membership totaled 1286.5 in the CAI/CMS projects (939.6 pupils in grades 2-5 and 346.9 pupils in grades 6-7).

Pupil census information also included each teacher's subjective rating of individual pupil progress. Of the 5135 pupils served in the program 1552 (30.2%) were rated by their program teachers as making much progress, 2444 (47.6) as making some progress, 913 (17.8%) as making little progress, and 226 (4.4%) as making no progress. See Table 4 for number and percent of pupils by project receiving a given rating.

Standardized Achievement Test Information

Program pupils were included in either or both of two evaluation samples. One was comprised of pupils who met the attendance criteria, were English speaking, and had a Total Reading pretest and posttest score. The second was comprised of pupils who met the attendance criteria, were English speaking, and had a Reading/Oral Comprehension pretest and posttest score. Some pupils might have met the criteria for only one evaluation sample. Grade 1 pupils in the Whole Language projects (public and non-public) had only a Total Reading score.

Of the 5135 pupils served, 51 (1.0%) were non-English speaking. An additional 2329 were excluded from the Total Reading analyses due to incomplete test data and/or non-attainment of the attendance criterion. The final evaluation sample was comprised of the remaining 2755 pupils, which was 53.7% of the 5135 pupils served. Of the 5135 pupils served, 2551 pupils were excluded from the Reading/Oral Comprehension analyses due to incomplete test data and/or non-attainment of the attendance criteria. The final evaluation sample for the comprehension analyses was comprised of the remaining 2533 pupils which was 49.3% of the 5135 pupils served.

Except for the CLEAR-Elementary-Computer Assisted Instruction (CAI/CMS), project, the evaluation samples for the program consisted of those students who were in attendance at least 80% of the instructional days, had a pretest and posttest score, and were not considered to be non-English speaking students by their program teachers. For the CLEAR-Elementary-CAI/CMS project, listed above, the evaluation samples consisted of students who were enrolled at least 30 days and attended 80% of their instructional periods.

Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement since they provide comparative information in equal units of measurement. In the following narrative the Total Reading (Basic Skills) test results from the grade 1-8 evaluation sample are discussed. Following that the Reading/Oral Comprehension (Advanced Skills) test results for the grade 2-8 evaluation sample are discussed. For a quick bird's-eye view of the program, Table 26 on page 57 summarizes the percent of NCE change scores meeting the criterion change score for the evaluation samples for the Total Reading and Reading/Oral Comprehension tests for each instructional group by grade. To meet the desired outcome for Total Reading or Reading/Oral Comprehension, at least 50% of the pupils had to have a change score of at least 3.0 NCEs. The reader is cautioned at this point to beware of

Table 4

Number and Percent of Public and Non-Public School Project Pupils
Receiving a Given Rating by Program Teachers as Pupils Exited Program
1989-90

Projects	Pupils Served	Descriptors of Amount of Progress: Much N	Much %	Some N	Some %	Little N	Little %	No N	No %
Elementary Projects									
CLEAR-Elementary (Regular)	1007	364	36.1	472	46.9	146	14.5	25	2.5
CLEAR-Whole Language	1468	489	33.3	658	44.8	277	18.9	44	3.0
CLEAR Non-Public	149	47	31.5	83	55.7	19	12.8	0	0.0
CLEAR-Elementary-CAI	1167	310	26.6	593	50.8	196	16.8	68	5.8
Totals for Elementary Projects	3791	1210	31.9	1806	47.6	638	16.8	137	3.6
Middle Projects									
CLEAR-Middle (Regular)	922	225	24.4	462	50.1	171	18.5	64	6.9
CLEAR-Middle-CAI	422	117	27.7	176	41.7	104	24.6	25	5.9
Totals for Middle Projects	1344	342	25.4	638	47.5	275	20.5	89	6.6
Totals for CLEAR Program (Elementary and Middle Levels)	5135	1552	30.2	2444	47.6	913	17.8	226	4.4

trying to make a comparison of pupil growth scores between and among the three instructional groups because all grades were not represented in every instructional group.

Evaluation of basic skills. The grade 1-8 evaluation sample for Total Reading showed a total of 2755 public and non-public school pupils. Of the 2010 pupils in the CLEAR elementary (grade 1-5 sample), 483 were in the regular instructional project, 754 were in the Whole Language instructional projects, and 773 were in the CAI/CMS instructional project. The middle school sample had a total of 745 pupils of which 521 pupils were in the regular instructional project and 224 pupils were in the CAI/CMS instructional project.

Data for normal curve equivalents for the 2755 pupils in the grade 1-8 evaluation sample for Total Reading are presented in Table 5. To meet the desired outcome for basic skills, at least 50% of the pupils had to gain at least 3.0 NCE points between pretest and posttest. The percent of pupils in grades 1-8 who met this criterion change score was 57.7%, thus the desired outcome was met for the overall program. The overall average gain for the program was 5.6 NCEs. Individual grades meeting the desired outcome were grade 1 (56.3%, average NCE 7.0), grade 2 (65.4%, average NCE 9.1), grade 3 (72.1%, average NCE 9.0), grade 4 (57.0%, average NCE 3.6), and grade 7 (72.3%, average NCE 7.8). The desired outcome was not met in grade 5 (37.3%, average NCE 1.5), grade 6 (44.9, average NCE 1.4) or grade 8 (33.3%, average NCE 0.0).

It should be kept in mind that NCEs are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. For readers interested in percentile statistics, see Tables 27-28 in Appendix A (pages 62-65).

Table 6 contains data related to the changes in NCE scores for the three ranges: (a) No improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 2.9) and (c) substantial improvement in NCE scores (3.0 or more). The data indicate that 1814 (65.8%) pupils made gains in NCE scores. This means that 65.8% of the pupils in the grade 1-8 evaluation sample for Total Reading progressed at a rate that was greater than normal for them. More specifically, 1589 (57.7%) made substantial improvement and 225 (8.2%) made some improvement in NCE scores, while 941 pupils (34.2%) of the evaluation sample made no improvement in NCE performance.

Tables 7 and 9 display data for the evaluation sample for the three instructional groups while Tables 8, 10 and 11 display data for the primary, elementary, and middle school levels receiving regular instruction, whole language instruction, and computer assisted instruction/computer management system (CAI/CMS) in the Total Reading analyses.

Achievement data displays of Normal Curve Equivalents for the grade 1-8 evaluation sample for Total Reading are presented by instructional group in Table 7. In the regular instructional group, grade 2 had the greatest average positive change of 11.4 NCE points. Grade 8 had the least positive change, averaging 0.0 NCE point. Of the whole language instructional group, grade 3 had the greatest average positive change of 10.3 NCE points, and grade 5 had the least average positive change of -1.2 NCE points. In the CAI/CMS group,

Table 5

Minimum, Maximum, Average, and Standard
Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE)
and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR
Total Reading Performance Reported by Grade Level Across Instructional Groups
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a]	
											N	%
1	126	1.0	70.9	24.0	18.4	1.0	99.0	31.0	22.5	7.0	71	56.3[b]
2	618	1.0	99.0	26.1	15.6	1.0	99.0	35.3	17.0	9.1	404	65.4[b]
3	603	1.0	73.0	27.4	12.6	1.0	78.0	36.4	12.0	9.0	435	72.1[b]
4	384	1.0	60.0	32.2	10.0	1.0	76.0	35.9	10.8	3.6	219	57.0[b]
5	279	1.0	66.0	35.1	9.0	1.0	64.0	36.7	9.4	1.5	104	37.3
6	650	1.0	68.0	33.2	9.5	1.0	70.0	34.7	10.9	1.4	292	44.9
7	83	1.0	47.0	30.5	8.0	10.0	60.0	38.3	9.8	7.8	60	72.3[b]
8	12	22.0	39.0	30.4	5.8	12.0	44.0	30.4	10.1	0.0	4	33.3
Total	2755			29.9	12.8			35.5	13.3	5.6	1589	57.7[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

Table 6

Change Categories for NCE Scores for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance by Grade Level Across Instructional Groups 1989-90

Grade	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Grade 1				
Number of Pupils	126	51	4	71
% of Pupils		40.5%	3.2%	56.3%
Grade 2				
Number of Pupils	618	184	30	404
% of Pupils		29.8%	4.9%	65.4%
Grade 3				
Number of Pupils	603	140	28	435
% of Pupils		23.2%	4.6%	72.1%
Grade 4				
Number of Pupils	384	128	37	219
% of Pupils		33.3%	9.6%	57.0%
Grade 5				
Number of Pupils	279	138	37	104
% of Pupils		49.5%	13.3%	37.3%
Grade 6				
Number of Pupils	650	279	79	292
% of Pupils		42.9%	12.2%	44.9%
Grade 7				
Number of Pupils	83	15	8	60
% of Pupils		18.1%	9.6%	72.3%
Grade 8				
Number of Pupils	12	6	2	4
% of Pupils		50.0%	16.7%	33.3%
Number of Pupils	2755	941	225	1589
% of Pupils		34.2%	8.2%	57.7%

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Table 7

Minimum, Maximum, Average, and Standard
Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE)
and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1
CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
Regular Group												
2	207	1.0	99.0	29.2	16.1	1.0	86.9	40.6	17.9	11.4	140	67.6[b]
3	130	1.0	55.0	32.0	12.2	14.0	78.0	40.9	12.2	9.0	93	71.5[b]
4	81	1.0	45.0	32.6	9.3	1.0	58.0	36.0	10.1	3.4	43	53.1[b]
5	65	10.0	49.0	36.8	7.9	16.0	60.0	39.4	8.0	2.6	23	35.4
6	435	1.0	54.0	32.7	9.3	1.0	70.0	34.4	10.7	1.7	194	44.6
7	74	9.0	47.0	31.1	7.5	10.0	60.0	38.4	9.6	7.3	52	70.3[b]
8	12	22.0	39.0	30.4	5.8	12.0	44.0	30.4	10.1	0.0	4	33.3
Total	1004			32.0				37.2		5.2	549	54.7[b]

[a]Criterion: At lest 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

(table continues)

EVALSRVCS/P502/RPTFCLE90

Table 7 (Continued)

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group 1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a]	
											N	%
Whole Language Group												
1	126	1.0	70.9	24.0	18.4	1.0	99.0	31.0	22.5	7.0	71	56.3[b]
2	375	1.0	74.7	24.9	15.0	1.0	99.0	32.4	16.0	7.5	238	63.5[b]
3	184	1.0	51.0	25.9	11.4	1.0	68.0	36.2	12.3	10.3	142	77.2[b]
4	55	1.0	60.0	30.2	11.4	8.0	57.0	34.6	10.5	4.4	35	63.6[b]
5	14	16.0	47.0	33.2	6.7	18.0	38.0	32.0	5.3	- 1.2	4	28.6
Total	754			25.5				33.2		7.7	490	65.0[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

(table continues)

Table 7 (Continued)

Minimum, Maximum, Average, and Standard
Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE)
and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1
CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Overall Average Change	Pupils Meeting Criterion[a]	
											N	%
CAI/CMS Group												
2	36	1.0	74.7	21.0	16.2	10.4	64.2	34.9	15.7	13.8	26	72.2[b]
3	289	1.0	73.0	26.3	13.1	1.0	65.0	34.5	11.2	8.2	200	69.2[b]
4	248	1.0	60.0	32.5	9.9	1.0	76.0	36.1	11.2	3.5	141	56.9[b]
5	200	1.0	66.0	34.7	9.5	1.0	64.0	36.1	9.8	1.4	77	38.5
6	215	1.0	68.0	34.4	9.8	1.0	68.0	35.3	11.4	0.9	98	45.6
7	9	1.0	37.0	25.6	10.7	14.0	56.0	37.7	11.5	12.1	8	88.9[b]
8	0	--	--	--	--	--	--	--	--	--	--	--
Total	997			31.1				35.4		4.3	550	55.2[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

grade 2 had the greatest positive change with an average change of 13.8 NCE points. Grade 6 had the least average positive change of 0.9 NCE point.

In the evaluation sample in the regular instructional group, program criterion was met with 3.0 or more NCEs gained from pretest to postttest by at least 50% of the pupils in grades 2, 3, 4, and 7, and in the total group. Grades 5, 6 and 8 did not meet the criterion. In the whole language instructional group, grades 1, 2, 3, and 4, and also the total group met criterion; grade 5 did not. In the CAI/CMS instructional group, grades 2, 3, 4, and 7 and also the total group met the criterion while grades 5 and 6 did not. Overall comparisons cannot be made between and among the three instructional groups because all instructional groups did not have all grades in their projects.

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Data in terms of NCE scores for the regular instructional group, the whole language group, and the CAI/CMS group are presented by grade in Table 7 and were included in the discussion above. Another indicator of overall program effectiveness for the evaluation sample is presented in Table 8, the average NCE growth by instructional group within school levels--primary, intermediate, middle. At the primary level (grades 1-3) the average NCE change across grades and instructional groups was 8.9 NCEs, with 67.6% of pupils meeting the criterion gain of 3.0 or more NCEs. At the intermediate level (grades 4-5), the average NCE change across grades and instructional groups was 2.7 NCEs, with 48.7% of pupils meeting the criterion. At the middle school level the average NCE change was 2.1, and the percent of pupils meeting the criterion gain of 3.0 or more NCEs was 47.8%. The reader is advised that grades 1 and 8 are included in these data, so direct comparisons of the average overall NCE change scores should not be made. Grades 1 and 8 were each served by only one instructional group at their respective levels.

Tables 9 and 10 display data for the grade 1-8 evaluation sample of the regular, whole language, and CAI/CMS instructional groups in regard to numbers and percents of pupils who evidenced no improvement, some improvement, and substantial improvement, as previously defined. The data indicate that 64.8% of the regular group pupils made positive gains in NCE scores, 69.8% of the whole language group made positive gains, and 64.0% of the CAI/CMS group did so. Positive gains in the regular group included 54.7% who made substantial improvement and 10.1% who made some improvement. Positive gains in the whole language group included 65.0% who made substantial improvement and 4.8% who made some improvement. Positive gains in the CAI/CMS group included 55.2% making substantial improvement, and 8.8% making some improvement.

Although overall comparisons between and among the three instructional groups cannot be made because all grades were not represented in the evaluation sample, it is possible to report NCEs for grades 2-5 by instructional projects within the instructional groups. Display of average NCE change scores for the three instructional methods by grade (grades 2-5) are presented in Table 11. As can be seen in Table 11, grades 2, 3, and 4 all surpassed the desired outcome of at least 50% of pupils gaining 3.0 or more NCE points for all methods of teaching. These grades also all had average NCE gains in excess of 3.0 NCEs in all instructional projects. Grade 5 did not meet the criterion in any project.

Using the data from the Pupil Census Forms, a comparison was made using teacher ratings of individual progress of pupils served in the program as they

Table 8

Minimum, Maximum, and Average of the Pretest and Posttest
Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a]
for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance
Reported Across Primary, Intermediate, and Middle School Levels by Instructional Group
1989-90

School Level and Instructional Group	Pupils in Sample	Pretest			Posttest			NCE Change		
		Min.	Max.	Average NCE	Min.	Max.	Average NCE	Overall Average Change	Pupils Meeting Criterion[a]	
									N	%
Primary (Grades 1-3)										
Regular Group (Gr. 2-3)	337	1.0	99.0	30.3	1.0	86.9	40.7	10.4	233	69.1[b]
Whole Language Group	685	1.0	74.7	25.0	1.0	99.0	33.1	8.1	451	65.8[b]
CAI/CMS Group (Gr. 2-3)	325	1.0	73.0	25.8	1.0	65.0	34.6	8.8	226	69.5[b]
Totals	1347			26.5			35.4	8.9	910	67.6[b]
Intermediate (Grades 4-5)										
Regular Group	146	1.0	49.0	34.5	1.0	60.0	37.5	3.0	66	45.2
Whole Language Group	69	1.0	60.0	30.8	8.0	57.0	34.1	3.3	39	56.5[b]
CAI/CMS Group	448	1.0	66.0	33.5	1.0	76.0	36.1	2.6	218	48.7
Totals	663			33.4			36.2	2.7	323	48.7
Middle Grades (6-8)										
Regular Group	521	1.0	54.0	32.4	1.0	70.0	34.8	2.4	250	48.0
CAI/CMS Group (Gr. 6-7)	224	1.0	68.0	34.0	1.0	68.0	35.3	1.3	106	47.3
Totals	745			32.9			35.0	2.1	356	47.8

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b] Met desired outcome

Table 9

Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Regular Group				
Grade 2				
Number of Pupils	207	58	9	140
% of Pupils		28.0%	4.3%	67.6%
Grade 3				
Number of Pupils	130	30	7	93
% of Pupils		23.1%	5.4%	71.5%
Grade 4				
Number of Pupils	81	30	8	43
% of Pupils		37.0%	9.9%	53.1%
Grade 5				
Number of Pupils	65	30	12	23
% of Pupils		46.2%	18.5%	35.4%
Grade 6				
Number of Pupils	435	185	56	194
% of Pupils		42.5%	12.9%	44.6%
Grade 7				
Number of Pupils	74	15	7	52
% of Pupils		20.3%	9.5%	70.3%
Grade 8				
Number of Pupils	12	6	2	4
% of Pupils		50.0	16.7	33.3
Regular Group Totals				
Number of Pupils	1004	354	101	549
% of Pupils		35.3%	10.1%	54.7%

(table continues)

Table 9 (Continued)

Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Whole Language Group				
Grade 1				
Number of Pupils	126	51	4	71
% of Pupils		40.5%	3.2%	56.3%
Grade 2				
Number of Pupils	375	119	18	238
% of Pupils		31.7%	4.8%	63.5%
Grade 3				
Number of Pupils	184	34	8	142
% of Pupils		18.5%	4.3%	77.2%
Grade 4				
Number of Pupils	55	15	5	35
% of Pupils		27.3%	9.1%	63.6%
Grade 5				
Number of Pupils	14	9	1	4
% of Pupils		64.3%	7.1%	28.6%
Whole Language Group Totals				
Number of Pupils	754	228	36	490
% of Pupils		30.2%	4.8%	65.0%

(table continues)

Table 9 (Continued)

Normal Curve Equivalent (NCE) Score Improvement Categories for Public and School Chapter 1 CLEAR Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
CAI/CMS Group				
Grade 2				
Number of Pupils	36	7	3	26
% of Pupils		19.4%	8.3%	72.2%
Grade 3				
Number of Pupils	289	76	13	200
% of Pupils		26.3%	4.5%	69.2%
Grade 4				
Number of Pupils	248	83	24	141
% of Pupils		33.5%	9.7%	56.9%
Grade 5				
Number of Pupils	200	99	24	77
% of Pupils		49.5%	12.0%	38.5%
Grade 6				
Number of Pupils	215	94	23	98
% of Pupils		43.7%	10.7%	45.6%
Grade 7				
Number of Pupils	9	0	1	8
% of Pupils		00.0%	11.1%	88.9%
Grade 8				
Number of Pupils	0	NA	NA	NA
% of Pupils				
CAI/CMS Group Totals				
Number of Pupils	997	359	88	550
% of Pupils		36.0%	8.8%	55.2%

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Table 10

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance Across Primary, Intermediate, and Middle School Grade Levels by Instructional Group 1989-90

School Level and Instructional Group	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 5.6)	Substantial Improvement (5.7 or more)
Primary (Grades 1-3)				
Regular Group (Gr. 2-3)				
Number of Pupils	337	88	16	233
% of Pupils		26.1%	4.7%	69.1%
Whole Language Group				
Number of Pupils	685	204	30	451
% of Pupils		29.8%	4.4%	65.8%
CAI/CMS Group (Gr. 2-3)				
Number of Pupils	325	83	16	226
% of Pupils		25.5%	4.9%	69.5%
Totals for Primary Level	1347	375	62	910
% of Pupils		27.8%	4.6%	67.6%
Intermediate (Grades 4-5)				
Regular Group				
Number of Pupils	146	60	20	66
% of Pupils		41.1%	13.7%	45.2%
Whole Language Group				
Number of Pupils	69	24	6	39
% of Pupils		34.8%	8.7%	56.5%
CAI/CMS Group				
Number of Pupils	448	182	48	218
% of Pupils		40.6%	10.7%	48.7%
Totals for Intermediate Level	663	266	74	323
% of Pupils		40.1%	11.2%	48.7%

(table continues)

Table 10 (Continued)

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Total Reading Performance Across Primary, Intermediate, and Middle School Levels by Instructional Group
1989-90

School Level and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 5.6)	Substantial Improvement (5.7 or more)
Middle (Grades 6-8)				
Regular Group (Gr. 6-8)				
Number of Pupils	521	206	65	250
% of Pupils		39.5%	12.5%	48.0%
CAI/CMS Group (Gr. 6-7)				
Number of Pupils	224	94	24	106
% of Pupils		42.0%	10.7%	47.3%
Totals for Middle Level	745	300	89	356
% of Pupils		40.3%	11.9%	47.8%
Totals for Grades 1-8				
Regular Group (Gr. 2-8)				
Number of Pupils	1004	354	101	549
% of Pupils		35.3%	10.1%	54.7%
Whole Language Group (Gr. 1-5)				
Number of Pupils	754	228	36	490
% of Pupils		30.2%	4.8%	65.0%
CAI/CMS Group (Gr. 2-7)				
Number of Pupils	997	359	88	550
% of Pupils		36.0%	8.8%	55.2%
Totals for Basic Evaluation	2755	941	225	1589
% of Pupils		34.2%	8.2%	57.7%

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Table 11

Average Normal Curve Equivalent (NCE) Scores
and Percent of Pupils Meeting Criterion[a] for
Public and Non-Public School Chapter 1 CLEAR Total
Reading Performance in Grades 2-5 by Instructional Projects
1989-90

Grade and Instructional Projects	Pupils in Sample	Average NCE		NCE Change		
		Pretest	Posttest	Average Change	Pupils Meeting Criterion[a]	
					N	%
Grade 2						
Regular	207	29.2	40.6	11.4	140	67.6[b]
Whole Language	375	24.9	32.4	7.5	238	63.5[b]
CAI/CMS	36	21.0	34.9	13.8	26	72.2[b]
Grade 3						
Regular	130	32.0	40.9	9.0	93	71.5[b]
Whole Language	184	25.9	36.2	10.3	142	77.2[b]
CAI/CMS	289	26.3	34.5	8.2	200	69.2[b]
Grade 4						
Regular	81	32.6	36.0	3.4	43	53.1[b]
Whole Language	55	30.2	34.6	4.4	35	63.6[b]
CAI/CMS	248	32.5	36.1	3.5	141	56.9[b]
Grade 5						
Regular	65	36.8	39.4	2.6	23	35.4
Whole Language	14	33.2	32.0	- 1.2	4	28.6
CAI/CMS	200	34.7	36.1	1.4	77	38.5

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points.
[b] Met desired outcome

exited the program. The percent of pupils rated in the highest of four progress categories was as follows for each of the instructional groups: regular instruction, 30.5%; whole language instruction, 33.1%; and CAI/CMS instruction, 26.9%. The four progress categories included the following descriptors: Much Progress, Some Progress, Little Progress and No Progress.

Evaluation of advanced skills. A census of the grade 2-8 evaluation sample for Reading/Oral Comprehension showed a total of 2533 public and non-public school pupils. Of the 1786 pupils in the CLEAR elementary (grades 1-5) evaluation sample, 464 were in the regular instructional project, 622 were in the Whole Language instructional projects, and 700 were in the CAI/CMS instructional project. The middle school evaluation sample had a total of 747 pupils of which 520 pupils were in the regular instructional project and 227 pupils were in the CAI/CMS instructional project.

Data for normal curve equivalents for the 2533 pupils in the grade 2-8 evaluation sample for Reading/Oral Comprehension are presented in Table 12. To meet the desired outcome for advanced skills (Reading/Oral Comprehension), at least 50% of the pupils had to gain at least 3.0 NCE points between pretest and posttest. The percent of pupils in grades 2-8 who met this criterion was 60.8%, thus the desired outcome was met for the overall program. The overall average gain for the program was 7.2 NCEs. In regard to individual grades, only grades 2, 3, and 7 met this desired outcome. The criterion was met in grade 2 by 74.4% of the pupils, with an average gain of 13.2 NCEs; in grade 3 by 78.5% of the pupils, average gain 12.7 NCEs; and in grade 7 by 81.0% of the pupils, average gain 10.2 NCEs. Although grade 5 had an average gain of 3.2 NCEs, this grade missed the criterion by a fraction of a percent, at 49.3%. Other grades in which the desired outcome was not met were grade 4 (48.7%, average NCE 1.9), grade 6 (44.2%, average NCE 1.7), and grade 8 (41.7%, average NCE -0.1).

It should be kept in mind that NCEs are based on percentiles which compare the pupil's performance in relation to the general population. For a pupil's NCE score to remain the same at posttest as at pretest does not denote a lack of absolute progress; on the contrary, it means that the pupil has maintained the same relative position in terms of the general population. Even a small gain in NCEs indicates an advancement from the pupil's original level of achievement. For readers interested in percentile statistics, see Tables 29-30 in Appendix A (pages 66-69).

Table 13 contains data related to the changes in NCE scores for the three ranges: (a) No improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 2.9) and (c) substantial improvement in NCE scores (3.0 or more). The data indicate that 1731 (68.3%) pupils made gains in NCE scores. This means that 68.3% of the pupils in the grade 2-8 evaluation sample for Reading/Oral Comprehension progressed at a rate that was greater than normal for them. More specifically, 1540 (60.8%) made substantial improvement and 191 (7.5%) made some improvement in NCE scores, while 802 pupils (31.7%) of the evaluation sample made no improvement in NCE performance.

Tables 14 and 16 display data for the evaluation sample for the three instructional groups while Tables 15, 17, and 18 display data for the primary, elementary, and middle school levels receiving regular instruction, whole language instruction, and computer assisted instruction/computer management system (CAI/CMS) in the Reading/Oral Comprehension analyses.

Achievement data displays of Normal Curve Equivalents for the grade 2-8 evaluation sample for Reading/Oral Comprehension are presented in Table 14. In

Table 12

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and Across Instructional Groups
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
2	636	1.0	81.1	24.7	15.0	1.0	99.0	37.8	16.7	13.2	473	74.4[b]
3	492	1.0	77.0	27.3	13.0	1.0	80.0	40.0	12.3	12.7	386	78.5[b]
4	388	2.0	67.0	35.2	9.9	1.0	63.0	37.1	11.9	1.9	189	48.7
5	270	4.0	71.0	34.4	10.6	11.0	67.0	37.6	8.4	3.2	133	49.3
6	656	2.0	67.0	33.3	8.0	2.0	79.0	35.0	11.3	1.7	290	44.2
7	79	2.0	41.0	30.0	6.7	12.0	65.0	40.3	11.3	10.2	64	81.0[b]
8	12	17.0	42.0	27.3	7.6	2.0	50.0	27.2	14.9	- 0.1	5	41.7
Total	2533			30.2	12.3			37.4	13.0	7.2	1540	60.8[b]

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

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Table 13

Change Categories for NCE Scores for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance by Grade Level and Across Instructional Groups 1989-90

Grade	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Grade 2				
Number of Pupils	636	136	27	473
% of Pupils		21.4%	4.2%	74.4%
Grade 3				
Number of Pupils	492	82	24	386
% of Pupils		16.7%	4.9%	78.5%
Grade 4				
Number of Pupils	388	158	41	189
% of Pupils		40.7%	10.6%	48.7%
Grade 5				
Number of Pupils	270	112	25	133
% of Pupils		41.5%	9.3%	49.3%
Grade 6				
Number of Pupils	656	295	71	290
% of Pupils		45.0%	10.8%	44.2%
Grade 7				
Number of Pupils	79	13	2	64
% of Pupils		16.5%	2.5%	81.0%
Grade 8				
Number of Pupils	12	6	1	5
% of Pupils		50.0%	8.3%	41.7%
Number of Pupils	2533	802	191	1540
% of Pupils		31.7%	7.5%	60.8%

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Table 14

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
Regular Group												
2	213	1.0	81.1	26.6	14.4	1.0	86.9	43.0	17.4	16.4	170	79.8[b]
3	106	1.0	67.0	32.2	12.6	1.0	80.0	43.8	12.2	11.6	80	75.5[b]
4	81	2.0	50.0	34.8	9.3	1.0	61.0	38.0	10.5	3.2	36	44.4
5	64	4.0	50.0	35.6	10.0	22.0	64.0	40.2	8.3	4.6	34	53.1[b]
6	439	2.0	57.0	33.3	7.5	2.0	79.0	34.5	11.3	1.2	184	41.9
7	69	2.0	41.0	31.0	5.9	12.0	65.0	40.4	11.3	9.4	54	78.3[b]
8	12	17.0	42.0	27.3	7.6	2.0	50.0	27.2	14.9	- 0.1	5	41.7
Total	984			31.8				38.3		6.5	563	57.2[b]

(table continues)

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

Table 14 (Continued)

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
Whole Language Group												
2	387	1.0	81.1	24.0	15.3	1.0	99.0	35.0	15.9	11.1	275	71.1[b]
3	162	1.0	65.0	26.8	11.8	1.0	80.0	40.8	13.2	14.0	131	80.9[b]
4	59	2.0	67.0	34.7	11.5	1.0	56.0	35.1	13.5	0.5	29	49.2
5	14	4.0	55.0	34.7	11.0	26.0	41.0	34.0	4.4	- 0.7	3	21.4
Total*	622			26.0				36.5		10.6	438	70.4[b]

(table continues)

[a]Criterion: At least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

Table 14 (Continued)

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest				NCE Change		
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change	Pupils Meeting Criterion[a] N	Pupils Meeting Criterion[a] %
CAI/CMS Group												
2	36	1.0	57.0	20.5	13.8	10.4	59.9	37.4	14.6	16.9	28	77.8[b]
3	224	1.0	77.0	25.4	13.5	1.0	68.0	37.6	11.1	12.2	175	78.1[b]
4	248	2.0	62.0	35.4	9.7	1.0	63.0	37.3	12.0	1.9	124	50.0[b]
5	192	4.0	71.0	34.0	10.8	11.0	67.0	37.0	8.5	3.0	96	50.0[b]
6	217	2.0	67.0	33.3	9.0	2.0	79.0	36.1	11.3	2.8	106	48.8
7	10	2.0	36.0	23.3	8.6	14.0	55.0	39.3	12.3	16.0	10	100.0[b]
8	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total	927			31.5				37.1		5.6	539	58.1[b]

[a]Criterion: At least 50% of pupils in evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

the regular instructional group the desired outcome for advanced skills was met by the instructional group with 57.2% of pupils gaining 3.0 or more NCEs. The average gain was 6.5 NCEs. In regard to individual grades in the regular instructional group, the desired outcome was met by grades 2, 3, 5, and 7, but not in grades 4, 6, and 8. The percent by grade of pupils attaining 3.0 or more NCEs in the regular group ranged from 41.7% in grade 8 to 79.8% in grade 2. The desired outcome was met in the whole language instructional group with 70.4% of pupils meeting criterion and an average NCE gain of 10.6 NCEs. Grades 2 and 3 of this group met the desired outcome but grades 4 and 5 did not. The percent by grade of pupils attaining criterion for the whole language group were: 71.1% in grade 2, 80.9% in grade 3, 49.2% in grade 4, and 21.4% in grade 5. In the CAI/CMS instructional group the desired outcome for advanced skills was met with 58.1% of pupils meeting criterion and an average NCE gain of 5.6. In regard to individual grades, the desired outcome was met by grades 2, 3, 4, 5, and 7 but not by grade 6. The percent by grade of pupils in the CAI/CMS instructional group meeting criterion ranged from 48.8% in grade 6 to 100.0% in grade 7. However, the sample for grade 7 was small (10 pupils). As indicated in these data, all three instructional groups met the desired outcome for advanced skills in terms of instructional group totals. The reader is cautioned about making comparisons between and among the instructional groups because the grades served varied within each instructional group.

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Data in terms of NCE scores for the regular instructional group, the whole language group, and the CAI/CMS group are presented by grade in Table 14 and were included in the discussion above. Another indicator of overall program effectiveness for the evaluation sample is presented in Table 15, the average NCE growth by group within school levels--primary, intermediate, middle. At the primary level (grades 2-3) the average NCE change across grades and instructional groups was 12.9 NCEs, with 76.1% of pupils gaining 3.0 or more NCEs. At the intermediate level (grades 4-5), the average NCE change across grade level and instructional groups was 2.5 NCEs, with 48.9% of pupils meeting the criterion. At the middle school level the average NCE change was 2.6, and 48.1% of pupils met the criterion. The reader is advised that grade 8 is included in the middle school data, although grade 8 was served in the regular group but not the CAI/CMS group. Therefore, direct comparisons of the average overall NCE change scores by project should not be made.

Tables 16 and 17 display data for the grade 2-8 evaluation sample of the regular, whole language, and CAI/CMS instructional groups in regard to numbers and percents of pupils who evidenced no improvement, some improvement, and substantial improvement, as previously defined. The data indicate that 64.5% of the regular group pupils made positive gains in NCE scores, 76.2% of the whole language group made positive gains, and 67.1% of the CAI/CMS group did so. Positive gains in the regular group included 57.2% who made substantial improvement and 7.3% who made some improvement. Positive gains in the whole language group included 70.4% who made substantial improvement and 5.8% who made some improvement. Positive gains in the CAI/CMS group included 58.1% making substantial improvement, and 9.0% making some improvement.

Although overall comparisons between and among the three instructional groups cannot be made because all grades were not represented in the evaluation sample, it is possible to report NCEs for grades 2-5 by instructional projects within the instructional groups. Display of average NCE change scores for the instructional projects by grade (grades 2-5) are presented in Table 18. As can be seen in Table 18 grades 2 and 3 had the best results for all methods of

Table 15

Minimum, Maximum, and Average of the Pretest and Posttest Normal Curve Equivalents (NCE) and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported Across Primary, Intermediate, and Middle School Levels and by Instructional Group
1989-90

School Level and Instructional Group	Pupils in Sample	Pretest			Posttest			NCE Change		
		Min.	Max.	Average NCE	Min.	Max.	Average NCE	Average Change	Pupils Meeting Criterion[a]	
									N	%
Primary (Grades 2-3)										
Regular Group	319	1.0	81.1	28.5	1.0	86.9	43.2	14.7	250	78.4[b]
Whole Language Group	549	1.0	81.1	24.8	1.0	99.0	36.8	11.9	406	74.0[b]
CAI/CMS Group	260	1.0	77.0	24.7	1.0	68.0	37.5	12.8	203	78.1[b]
Totals	1128			25.8			38.8	12.9	859	76.1[b]
Intermediate (Grades 4-5)										
Regular Group	145	2.0	50.0	35.1	1.0	64.0	38.9	3.8	70	48.3
Whole Language Group	73	2.0	67.0	34.7	1.0	56.0	34.9	0.2	32	43.8
CAI/CMS Group	440	2.0	71.0	34.8	1.0	67.0	37.2	2.4	220	50.0[b]
Totals	658			34.9			37.3	2.5	322	48.9
Middle Grades (6-8)										
Regular Group	520	2.0	42.0	32.9	2.0	79.0	35.1	2.3	243	46.7
CAI/CMS Group (Gr. 6-7)	227	2.0	67.0	32.8	2.0	79.0	36.2	3.4	116	51.1[b]
Totals	747			32.8			35.4	2.6	359	48.1

[a]Criterion: At least 50% of pupils in evaluation sample to make a gain of 3.0 or more NCE points
[b]Met desired outcome

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Table 16

Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group 1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories: No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Regular Group				
Grade 2				
Number of Pupils	213	38	5	170
% of Pupils		17.8%	2.3%	79.8%
Grade 3				
Number of Pupils	106	21	5	80
% of Pupils		19.8%	4.7%	75.5%
Grade 4				
Number of Pupils	81	35	10	36
% of Pupils		43.2%	12.3%	44.4%
Grade 5				
Number of Pupils	64	25	5	34
% of Pupils		39.1%	7.8%	53.1%
Grade 6				
Number of Pupils	439	211	44	184
% of Pupils		48.1%	10.0%	41.9%
Grade 7				
Number of Pupils	69	13	2	54
% of Pupils		18.8%	2.9%	78.3%
Grade 8				
Number of Pupils	12	6	1	5
% of Pupils		50.0%	8.3%	41.7%
Regular Group Totals				
Number of Pupils	984	349	72	563
% of Pupils		35.5%	7.3%	57.2%

(table continues)

Table 16 (Continued)

Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group 1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Whole Language Group				
Grade 2				
Number of Pupils	387	91	21	275
% of Pupils		23.5%	5.4%	71.1%
Grade 3				
Number of Pupils	162	21	10	131
% of Pupils		13.0%	6.2%	80.9%
Grade 4				
Number of Pupils	59	25	5	29
% of Pupils		42.4%	8.5%	49.2%
Grade 5				
Number of Pupils	14	11	0	3
% of Pupils		78.6%	0.0%	21.4%
Whole Language Group Totals				
Number of Pupils	622	148	36	438
% of Pupils		23.8%	5.8%	70.4%

(table continues)

Table 16 (Continued)

Normal Curve Equivalent (NCE) Score Improvement Categories for
Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance
Reported by Grade Level and by Instructional Group
1989-90

Grade and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
CAI/CMS Group				
Grade 2				
Number of Pupils	36	7	1	28
% of Pupils		19.4%	2.8%	77.8%
Grade 3				
Number of Pupils	224	40	9	175
% of Pupils		17.9%	4.0%	78.1%
Grade 4				
Number of Pupils	248	98	26	124
% of Pupils		39.5%	10.5%	50.0%
Grade 5				
Number of Pupils	192	76	20	96
% of Pupils		39.6%	10.4%	50.0%
Grade 6				
Number of Pupils	217	84	27	106
% of Pupils		38.7%	12.4%	48.8%
Grade 7				
Number of Pupils	10	0	0	10
% of Pupils		0.0%	0.0%	100.0%
Grade 8				
Number of Pupils	0	NA	NA	NA
% of Pupils				
CAI/CMS Group Totals				
Number of Pupils	927	305	83	539
% of Pupils		32.9%	9.0%	58.1%

Table 17

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Across Primary, Intermediate, and Middle School by Instructional Group
1989-90

School Level and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Primary (Grades 2-3)				
Regular Group				
Number of Pupils	319	59	10	250
% of Pupils		18.5%	3.1%	78.4%
Whole Language Group				
Number of Pupils	549	112	31	406
% of Pupils		20.4%	5.6%	74.0%
CAI/CMS Group				
Number of Pupils	260	47	10	203
% of Pupils		18.1%	3.8%	78.1%
Totals for Primary Level	1128	218	51	859
% of Pupils		19.3%	4.5%	76.2%
Intermediate (Grades 4-5)				
Regular Group				
Number of Pupils	145	60	15	70
% of Pupils		41.4%	10.3%	48.3%
Whole Language Group				
Number of Pupils	73	36	5	32
% of Pupils		49.3%	6.8%	43.8%
CAI/CMS Group				
Number of Pupils	440	174	46	220
% of Pupils		39.5%	10.5%	50.0%
Totals for Intermediate Level	658	270	66	322
% of Pupils		41.0%	10.0%	48.9%

(table continues)

Table 17 (Continued)

Frequencies and Percents of Pupils in Normal Curve Equivalent (NCE) Score Improvement Categories for Public and Non-Public School Chapter 1 CLEAR Reading/Oral Comprehension Performance Across Primary, Intermediate, and Middle School by Instructional Group
1989-90

School Level and Instructional Group	Pupils in Sample	Change Categories		
		No Improvement (0.0 or less)	Some Improvement (0.1 to 2.9)	Substantial Improvement (3.0 or more)
Middle (Grades 6-8)				
Regular Group (Gr. 6-8)				
Number of Pupils	520	230	47	243
% of Pupils		44.2%	9.0%	46.7%
CAI/CMS Group (Gr. 6-7)				
Number of Pupils	227	84	27	116
% of Pupils		37.0%	11.9%	51.1%
Totals for Middle Level	747	314	74	359
% of Pupils		42.0%	9.9%	48.1%
Totals for Grades 2-8				
Regular Group (Gr. 2-8)				
Number of Pupils	984	349	72	563
% of Pupils		35.5%	7.3%	57.2%
Whole Language Group (Gr. 1-5)				
Number of Pupils	622	148	36	438
% of Pupils		23.8%	5.8%	70.4%
CAI/CMS Group (Gr. 2-7)				
Number of Pupils	927	305	83	539
% of Pupils		32.9%	9.0%	58.1%
Totals for Advanced Evaluation	2533	802	191	1540
% of Pupils		31.7%	7.5%	60.8%

Table 18

Average Normal Curve Equivalent (NCE) Scores and Percent of Pupils Meeting Criterion[a] for Public and Non-Public School CLEAR Reading/Oral Comprehension Performance in Grades 2-5 by Instructional Projects 1989-90

Grade and Instructional Projects	Pupils in Sample	Average NCE			Pupils Meeting Criterion[a]	
		Pretest	Posttest	Change	N	%
Grade 2						
Regular	213	26.6	43.0	16.4	170	79.8[b]
Whole Language	387	24.0	35.0	11.1	275	71.1[b]
CAI/CMS	36	20.5	37.4	16.9	28	77.8[b]
Grade 3						
Regular	106	32.2	43.8	11.6	80	75.5[b]
Whole Language	162	26.8	40.8	14.0	131	80.9[b]
CAI/CMS	224	25.4	37.6	12.2	175	78.1[b]
Grade 4						
Regular	81	34.8	38.0	3.2	36	44.4
Whole Language	59	34.7	35.1	0.5	29	49.2
CAI/CMS	248	35.4	37.3	1.9	124	50.0[b]
Grade 5						
Regular	64	35.6	40.2	4.6	34	53.1[b]
Whole Language	14	34.7	34.0	- 0.7	3	21.4
CAI/CMS	192	34.0	37.0	3.0	96	50.0[b]

[a]Criterion: At least 50% of pupils in evaluation sample to make a gain of 3.0 or more NCE points.
[b]Met desired outcome

teaching, both in terms of the desired outcome and the average NCE gain for all methods of teaching. Grade 4 met the criterion in the CAI/CMS instructional project but not in any other. Fifth graders in the regular and CAI/CMS instructional projects met criterion but did not in the Whole Language projects (public and non-public pupils).

It is necessary to reiterate the results from Pupil Census Forms as discussed in the Evaluation of Basic Skills section of this report as regards teacher ratings of the individual progress of pupils served in the program as they exited the program. The percent of pupils rated in the highest of four progress categories was as follows for each of the instructional groups: regular instruction 30.5%, whole language instruction 33.1%, CAI/CMS instruction 26.9%. The four progress categories included the following descriptors: Much Progress, Some Progress, Little Progress and No Progress.

Potential Retainee/Course Failure Information

Two locally developed instruments were used to collect data by December 1, 1989, on pupils who were in the CLEAR treatment group, who were predicted to be retained (grades 1-5) or to fail in a course (grades 6-8), and who were enrolled in the Columbus Public Schools at the end of the year. At the end of the year, these teacher predictions were compared against the actual list of pupil retainees and pupils who failed their mathematics or reading courses. Table 19 shows the results. Looking at the table, one can see that 580 (72.8%) of the predicted retainee/course failure pupils in the elementary and middle school levels were promoted or passed their courses. The criterion for measuring this outcome was 35.0%. Of the 797 pupils in the predicted to be retained or fail sample, 37.8% more pupils met the criterion than was expected. The criterion was met in every project at every level. A copy of each of the instruments used to collect teacher predictions can be found in Appendix B, pages 72-73.

ESEA Chapter 1 Text Reading Level Information

One of the desired outcomes for all pupils in the whole language instructional group within the CLEAR treatment group was related to text reading level. The outcome stated that 50 percent of the pupils who attend the program at least 80 percent of the instructional period will reach an appropriate text reading level for promotion to the next grade. Table 20 indicates that, overall, the percentage of pupils meeting the criterion in the public and non-public projects using whole language teaching techniques was 738 or 80.0%. Of the 819 pupils in the public school whole language project, 81% or 662 pupils met criterion, and in the non-public school whole language project, 76 or 77.0% of the pupils. A copy of the instrument used to collect the data can be found in Appendix B, page 74.

Parent Involvement Information

The Parent Involvement Forms (Appendix B, pages 75-76) provided information from teachers at the end of each month (September 1989 through June 1990) concerning program activities involving parents who had children in the program. These data are presented by month in Table 21. Because teachers in the CAI/CMS projects served part time in the CLEAR program and part time in the MIC program, parent involvement data from this subset of CLEAR teachers had to be prorated between their two programs. This accounts for the statistical oddity of the fractional parents encountered in Table 21. The month showing the most parent involvement was October with a total of 2390.1 contacts in 1582.1 parent hours. Individual parent conferences accounted for more parent contacts

Table 19

Total Sample, Predicted Number, Actual Number and Percent of Public and Non-Public School Pupils Who Passed/Failed by Project After Prediction of Retention (Grades 1-5) or Course Failure (Grades 6-8) 1989-90

Levels and Projects	Total Sample N	Predicted Retention/Course Failure				
		Predicted	Passed		Failed	
		N	n	%[a]	n	%
Elementary						
Whole Language	881	255	183	71.8	72	28.2
Elementary (Regular)	571	122	99	81.1	23	18.9
Non-Public	116	37	26	70.3	11	29.7
Elementary CAI	820	153	129	84.3	24	15.7
Middle						
Middle (Regular)	538	181	112	61.9	69	38.1
Middle CAI	237	49	31	63.3	18	36.7
Totals	3163	797	580	72.8	217	27.2

[a]Criterion: 35.0%

Table 20

Median Text Reading Levels and Numbers and Percents of Public and Non-Public Pupils Achieving the Grade Appropriate Text Reading Level Criterion by Grade and by Project
1989-90

Grade	Whole Language Overall				Public Whole Language Project				Non-Public Whole Language Project			
	Pupils in Sample	Median Text Reading Level	Grade Appropriate Text Reading Level		Pupils in Sample	Median Text Reading Level	Grade Appropriate Text Reading Level		Pupils in Sample	Median Text Reading Level	Grade Appropriate Text Reading Level	
			n	%			n	%			n	%
1	157	10.0	106	68	126	10.0	84	67	31	9.0	22	71
2	477	14.0	404	85	439	14.0	373	85	38	13.0	31	82
3	230	20.0	181	79	208	19.0	165	79	22	20.5	16	73
4	47	25.0	42	89	39	26.0	35	90	8	23.0	7	88
5	7	26.0	5	71	7	26.0	5	71	--	----	--	--
Totals	918	14.0	738	80	819	15.0	662	81	99	13.0	76	77

Table 21

Number of Parents Involved and Total Parent Hours Reported by Month
1989-90

Items	Months										Totals for Year
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
1. Parents involved in the planning, operation and/or evaluation of your unit											
Number of Parents	164.5	155.7	164.7	69.4	155.9	136.5	121.5	89.6	96.1	33.9	1187.6
Total Parent Hours	51.9	132.1	62.6	15.5	74.1	59.4	44.7	36.5	40.1	18.7	535.6
2. Group meetings for parents											
Number of Parents	365.3	833.6	178.0	139.9	83.8	267.3	205.4	66.2	289.0	27.9	2456.3
Total Parent Hours	396.8	915.7	156.0	161.7	86.8	406.9	240.4	62.3	383.8	31.0	2841.5
3. Individual parent conferences											
Number of Parents	544.0	1027.6	1207.4	317.1	493.1	1092.7	551.4	370.5	333.7	167.8	6105.1
Total Parent Hours	182.4	318.3	500.6	132.5	200.9	491.3	204.8	158.5	134.6	62.2	2386.0
4. Parental classroom visits or field trips											
Number of Parents	67.6	365.0	95.4	91.2	94.4	129.5	120.9	61.8	71.8	75.2	1172.8
Total Parent Hours	36.7	209.4	60.2	57.5	67.3	77.1	85.4	48.4	74.7	114.1	830.9
5. Visits by teacher to parents' homes											
Number of Parents	22.4	8.3	12.2	2.2	13.9	22.1	19.3	16.9	20.4	7.0	144.7
Total Parent Hours	18.5	6.6	10.2	2.6	12.4	12.6	17.2	12.3	23.6	5.7	121.8
Total Parent Contacts	1163.8	2390.1	1657.7	619.8	841.0	1648.1	1018.5	605.0	811.0	311.8	11066.6
Total Parent Hours	686.3	1582.1	789.7	369.8	441.6	1047.2	592.6	318.0	656.8	231.7	6715.7

(6105.1) than any other activity. Yearly totals for the other activities were: group meetings with parents, 2456.3 contacts in 2841.5 parent hours; planning, operation and/or evaluation, 1187.6 contacts in 535.6 parent hours; parent classroom visits or field trips, 1172.8 contacts in 830.9 parent hours; and visits by teacher to parents' homes, 144.7 contacts in 121.8 parent hours. The yearly totals for all five types of parent activity were 11066.6 parent contacts in 6715.7 parent hours. Since a parent could have involvement in more than one contact, a yearly unduplicated count was also obtained from program teachers in June. This count indicated a total of 3602.1 parents of program pupils had one or more contacts with the program during the school year.

Inservice Evaluation Information

The General Inservice Evaluation Form was completed by program teachers for 12 of the 13 inservice sessions which occurred from August 1989 through May 1990. A modified version of this instrument was used in the initial orientation meetings. Both versions of the instrument are found in Appendix B, pages 77-79. Participants were asked after each session to rate four statements about the inservice on a scale of one to five:

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Generally, workshop participants rated Chapter 1 inservice meetings positively. Overall ratings by participants are summarized in Table 22.

Table 22
Average Response and Percent of Response
For Reactions to Inservice Statements

1989-90

Statements	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I think this was a very worthwhile meeting.	330	4.6	60.3	36.7	1.8	1.2	0.0
2. The information presented in the meeting will assist me in my program.	331	4.4	58.3	36.0	1.5	0.3	0.0
3. There was time to ask questions pertaining to the presentation.	328	4.5	57.3	36.6	2.4	3.1	0.6
4. Questions were answered adequately.	324	4.5	58.0	37.4	3.7	0.6	0.3

Note: The anchors for the rating scale are as follows: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, and SD = Strongly Disagree.

Open-ended questions on the General Inservice Evaluation Form asked participants to comment about the most and least valuable parts of the meetings and about information they would like to have covered in future meetings. Only those open-ended comments which were made by five or more participants at any single session will be summarized here. However, the evaluation reports on individual sessions have been forwarded to the Department of Federal and State Programs and are available on request from Program Evaluation.

In regard to the most valuable parts of the inservice meetings, the following items were notable from the opening conferences: receiving new information about changes in the program and the new procedures, all and/or everything, and information given by the Director and the coordinators. In other meetings during the school year, which were provided to various subgroups within the CLEAR program, the following items received five or more favorable comments in a meeting: the presentation by Mr. Bible demonstrating reading intervention lessons from the intervention notebook for regular CLEAR elementary teachers; the classroom visitation where CLEAR Whole Language teachers observed an actual classroom lesson; and the practice in grading using primary traits in a middle school teachers (regular and CAI) inservice were cited as the most valuable parts of the inservice meetings. In regard to the least valuable parts of the inservice meetings, the opening conferences had one comment mentioned with a frequency of five or more: not enough time--too much crowded into one meeting. No other meeting had a response with a frequency of five or more. The question dealing with suggestions for future meetings had one comment that had a frequency of five or more and was about coordinating with classroom teachers.

Process Evaluation Information

In addition to the type of data specified in the evaluation design, process evaluation data were obtained in a series of on-site visitations to CLEAR units in the Whole-Language projects (public and non-public grades 1-5), and in the regular and CAI/CMS units (grades 2-8). An additional questionnaire was mailed to teachers in the CAI/CMS projects.

Of the 71 teachers in the three elementary non-computer assisted instruction projects (65 public and 6 non-public), 46 teachers used a whole language approach to reading. Of these, 12 (26.1%) were selected to be visited. The primary purpose of the 1989-90 process evaluation for the CLEAR -Whole Language projects was to determine to what degree guidelines for whole language techniques, management, and environment were implemented in these units. Another purpose was to increase the program evaluator's familiarity with the operation of the program by on-site observations and to become better acquainted with the teachers. The visits were conducted by the Program Evaluator during the period from March 12 to March 22, 1990.

For the visits to the whole language units, a locally developed instrument, Evaluator's Visitation Log (pages 80-83, Appendix B), was constructed to gather information about 31 artifacts which were indicative of an implemented program. These items were categorized into the following seven major facets: (1) Literate Environment for Pupils, (2) Administrative Procedures and/or Record Keeping, (3) Materials and Facilities, (4) Lesson Management, (5) Instructional Efficiency and Monitoring, (6) Classroom Climate, and (7) Parent Involvement.

The evaluator was to look at each item listed under each major facet of implementation and rate it on a 3-point scale where the anchors No Evidence was rated as (0), Some Evidence was rated as (1), and Compelling Evidence was rated as (2). To determine which response choice to make, the observer was to look for a predetermined kind of evidence which was indicated in parentheses next to the item. If the preselected evidence were not found, then the observer was instructed to look for one of the other kinds of evidence. Evidence was of three kinds: Physical Evidence (PE), Observational Evidence (OE), and Testimonial Evidence (TE).

As can be seen from Table 23, it is apparent that implementation was generally being accomplished at the time of the visitations with Parent Involvement receiving the lowest rating of 1.7.

Table 23
Overall Average Ratings for the Process Evaluation Facets
of the Whole Language Instructional Group (Public and Non-Public)
1989-90
(N=12)

Facet	Overall Average Rating Across Units/Across Items
Literate Environment for Pupils	1.9
Administrative Procedures and/ or Record Keeping	1.9
Materials and Facilities	*
Lesson Management	*
Instructional Efficiency and Monitoring	1.9
Classroom Climate	2.0
Parent Involvement	1.7

*It should be noted that all items in the facets, Materials and Facilities and Lesson Management, were not rated for every teacher; therefore, an Overall Average Rating could not be given those facets.

The only facets not having an Overall Average Rating were Materials and Facilities and Lesson Management because some items were discretionary and dependent upon each program teacher's lesson plans. Consequently, not all items under these facets were rated. To meet the set criterion for Lesson Management, units had to display at least two of the eight activities listed. The observer rated 4-7 items in every unit. The average number for the 12 units was 5.8. Therefore, all units met criterion. For two of the items under the facet, Materials and Facilities, teachers could use either Holt materials and/or supplemental materials. There was no Overall Average Rating given this facet because all three items were not always rated.

The Administrative Procedures and/or Record Keeping facet showed a drop from 2.0 last year to 1.9 this year. Teachers reported difficulties in obtaining or finding selection lists in their schools; however, all teachers followed program selection guidelines.

Although there was not a drop in the overall rating for the facet Instructional Efficiency and Monitoring this year, one item "Instruction is coordinated with at least one classroom teacher" which received a 1.5 rating last year and 1.7 this year, continued to be a concern of program teachers who want help and additional suggestions for meeting this requirement of the program. Comments were made this year about the problems of having to take too many reading levels together and having too many classroom teachers with which to coordinate, but comments of this nature were fewer. The evaluator noted that although all teachers had lesson plans, not all used the standard format as suggested by the Department of Federal and State Programs. Teachers whose plans included the terminology of whole language instruction appeared to have more control of their lessons generally than those who made up their own formats.

The facet for Parent Involvement received an overall average rating of 1.7. This was a decline from 1.9 last year. There was not as much Compelling Evidence of sending reading materials home with students so they could practice reading. For a more detailed presentation of data, see process evaluation report (Lore, 1990).

On-site visitations in the regular and CAI/CMS units (grades 2-8) were conducted by two program evaluators in February and March 1990. The sample at the elementary level (grades 2-5) included seven of 24 regular CLEAR-Elementary teachers (29.2%) and 15 of 28 CLEAR-Elementary-CAI teachers (53.6%). At the middle school level (grades 6-8), the sample consisted of five of 19 regular CLEAR-Middle teachers (26.3%) and seven of eight CLEAR-Middle-CAI teachers (87.5%). The total samples by school level were 22 of 52 elementary program teachers (42.3%) and 12 of 27 middle school program teachers (44.4%). The data summarized below will mostly be in terms of the total samples by school level. A locally developed instrument, the Evaluator's Visitation Log for DPPF-SRP and ESEA Chapter 1 Programs, was used to collect data (see Appendix B, pages 84-91). The instrument consisted of three sections: a 5-point rating scale with space for open-ended comments, to be completed by the teacher prior to the visit; an evaluator's observation checklist of instructional activities occurring during the evaluator's visit; and additional interview items to be completed during the visit. For additional and more detailed data, see the process evaluation report by Chamberlain and Lore (1990).

In the first section of the instrument, Section A: Teacher's Rating Scale and Interview Notes, teachers used a 5-point rating scale to rate 32 items in the following nine program-related areas: Pupil Progress; Parent Involvement; Coordination with Classroom Teacher; Selection Process; Class Scheduling; Testing: Achievement Measure (CTBS); Evaluation Feedback; Materials Provided for Program; and Facilities. In analyzing the data, average ratings were dichotomized as high ratings (4.0 and above) or ratings in the mid-range or lower (less than 4.0). The high and low points of the rating scales had various anchors (i.e., excellent to very poor; very frequent to very infrequent; very useful to of no use, etc.), but in all cases (5) was the most desirable possible rating and (1) was the least desirable possible rating. The following summary will present the range of average ratings within the nine general areas of the scale using the total average scores (regular and CAI/CMS combined). In some cases individual items will be highlighted.

At the elementary level the area of Class Scheduling (all items rated (5), excellent, to (1), very poor) average ratings for items ranged from 4.3 to

4.5. In the area of Pupil Progress the average rating was 4.0 for both overall pupil progress (5 equals excellent) and shared with teacher (5 equals very frequent). The area of Materials Provided for Program received average ratings ranging from 3.9 to 4.1 in regard to adequacy of amount, appropriateness of levels, and newness of condition. Facilities (all items ranked excellent to very poor) received ratings ranging from 3.3 to 4.5, with the most favorable ratings going to light and space and the least favorable ratings going to storage and temperature/ventilation. Evaluation Feedback was rated 4.0 and 4.3 respectively in regard to adequacy of amount and usefulness of information, but only 3.4 in regard to timeliness. In the area of the Selection Process all items were rated in the mid-range, ranging from 3.9 in regard to excellence of test choice, occurrence of problems, simplicity of procedures, and reasonableness of time required. Average ratings in the area of Coordination with Classroom Teacher ranged from 2.8 (frequency of joint planning) to 4.3 (cooperation with teacher). Joint planning occurred on the average between 1 and 6 times during a quarter. In the area of Testing: Achievement Measure (CTBS), all average ratings were mid-range, ranging from 3.3 to 3.7. Ratings for the area of Parent Involvement ranged from 2.5 (frequency of progress reports,which typically occurred between 1 and 6 times per quarter) to 3.6 (improvement in pupil behavior due to parent involvement).

At the middle school level, average ratings for the three items in the area of Class Scheduling were 4.4 or 4.5, close to the top rating of excellent. Average ratings in the area of Coordination with Classroom Teacher ranged from 3.4 (frequency of joint planning) to 4.5 (cooperation with teacher). Joint planning typically occurred between 4 and 9 times during a quarter. The area of Evaluation Feedback was rated 4.3 in regard to both adequacy of amount and usefulness of information, but 3.8 in regard to timeliness. The area of Materials Provided for the Program received average ratings ranging from 3.8 to 4.3 in regard to adequacy of amount, appropriateness of levels, and newness of condition. In the area of Pupil Progress the average rating was 3.8 for overall pupil progress (where 5 would equal excellent) and 4.1 for Share Progress with Classroom Teacher (where 5 equals very frequent). Facilities (all items ranked excellent to very poor) received ratings ranging from 3.3 to 4.5 with the most favorable rating going to light and the least favorable rating going to temperature/ventilation. In the area of the Selection Process ratings ranged from 3.3 to 4.1 in regard to excellence of test choice, occurrence of problems, simplicity of procedures, and reasonableness of time required. In the area of Testing: Achievement Measure (CTBS), average ratings ranged from 2.8 for excellence of test choice to 3.8 for ease of test scheduling. Average ratings in the area of Parent Involvement ranged from 2.1 (frequency of progress reports to parents, typically occurring between 1 and 6 times per quarter) to 3.3 (improvement of pupil behavior due to parent involvement).

The second section of the instrument, Section B: Evaluator's Observation Log, consisted of a checklist of 20 possible instructional activities. The evaluator checked those activities occurring in a program classroom in the given period to be observed. Data were analyzed in regard to frequencies and percents of teachers utilizing the activities during the observations. The following summary will highlight those activities used by 50% or more of the total sample of teachers at each school level. Among the sample of 22 CLEAR-Elementary teachers, the activities most often observed were: Reviewing prior knowledge with teacher and filling in background needed for lesson (19 teachers or 86.4%), reviewing and strengthening specific skills/concepts (18

teachers or 81.8%), doing computer activities (14 teachers or 63.6%), doing individual seatwork (13 teachers or 59.1%), engaging in independent reading (11 teachers or 50.0%), and working at learning centers (11 teachers or 50.0%). Among the 12 CLEAR-Middle teachers in the sample, the activities observed most often were: reviewing and strengthening specific skills/concepts (11 teachers or 91.7%), engaging in independent reading (10 teachers or 83.3%), reviewing prior knowledge with teacher and filling in background needed for lesson (9 teachers or 75.0%), doing computer activities (7 teachers or 58.3%), and doing individual seatwork (6 teachers or 50.0%).

The last section of the instrument, Section C: Evaluator's Additional Interview Items, consisted of eight additional items covered in five major areas during the interview to examine implementation of CLEAR program guidelines. These areas were Selection Procedures, Record Keeping, Coordination with Classroom Teachers, Reporting to Parents, and Monitoring Pupil Progress. For the most part program guidelines appeared to be adequately followed in these areas. There was verification that in the Selection Procedures area guidelines were followed from 95.5% of the total elementary sample and 100.0% of the middle school sample.

Four interview items (Items 2-5) dealt with Record Keeping. Pupil personal data and attendance were being maintained on the DFSP Student Data Sheet (or alternate form/method) by 100.0% of the 22 elementary and 7 middle school teachers in the sample. Procedures for recording attendance and enrollment were understood by 95.5% (21 of 22) elementary teachers, and by 100.0% of the middle school teachers in the sample. Correct procedures were being followed in completing Pupil Census Forms by 95.5% of the 22 elementary teachers, and 91.7% of the 12 middle school teachers. Add Forms were determined to be up-to-date for 100.0% of the elementary sample, and 91.7% of the middle school sample.

Program teachers were asked to indicate the primary methods they used for coordinating with classroom teachers (Item 6 in the area of Coordination with Classroom Teachers). The method cited by the most elementary and middle school teachers was informal contact (95.5% of CLEAR-Elementary teachers and 83.3% of CLEAR-Middle teachers). The method cited by the least number of teachers at both levels (except for the category "other") was scheduled meetings (cited by 22.7% of CLEAR-Elementary teachers, and 58.3% of CLEAR-Middle teachers). Other methods with frequencies falling between informal contact and scheduled meetings were information from pupils and written communication.

In the area of Contact with Home, teachers were also asked to indicate the primary methods they used for reporting to parents (Item 7). At the elementary level, the three methods cited by the most program teachers were parent conferences at school or home (95.5%), telephone calls (90.9%), and progress reports (68.2%). The three methods most cited by middle school program teachers were parent conferences at school or home (91.7%), telephone calls (83.3%), and written notes (83.3%).

The final interview item (Item 8 in the area of Monitoring of Pupil Progress) dealt with primary methods of monitoring pupil progress. The three methods cited by the most teachers at the elementary level were individual work folders (90.9%), conferences with pupils (77.3%), and oral activities (77.3%). At the middle school level, the three methods most often used were individual work folders (100.0%), conferences with pupils (91.7%), and oral activities (66.7%).

One additional locally constructed instrument, the Computer Census Form, was used in the CAI/CMS projects of the CLEAR program. This instrument had two purposes: to delineate and describe the various computer systems used in the CAI/CMS labs, and to determine the percent of program time pupils worked at the computer in the different computer systems. This questionnaire was completed by program teachers in February and March 1990 (see pages 92-93, Appendix B).

A variety of computer systems was used in the CAI/CMS segments of the CLEAR program. The most prevalent computer system was The Apple Lab with Jostin software, occurring in twenty-two elementary schools. Jostin software was also used in an additional elementary lab using networked Apple microcomputers with an Ace microcomputer used as a management system, and in three middle school labs using networked Tandy microcomputers. The full array of diverse computer labs used in the elementary and middle school CAI/CMS units is presented in Table 24. For a more detailed presentation of the computer systems used in CLEAR labs, see Chamberlain (1990, May). For the most part, pupils worked at a computer station between 40 and 50 percent of their program instructional time. The lowest percent computer time (20.0%) was found in the Tandy TRS-80 Color lab (elementary level) while the highest percent computer time was found in the Sperry labs (75.0% in elementary and middle school).

Table 24

Numbers of Teachers Serving in Various Types of CAI/CMS Labs in Reading/Language Programs

Type of Computer Lab	Elementary	Middle School
Labs Using Jostin Software		
Apple Lab	22	
ILA Lab	1	
Networked Tandy Lab		3
Tandy TRS-80 Color Lab	1	
Dolphin Lab		3
Labs Using Wasatch Software		
Networked Tandy Lab	1	
Sperry Lab	1	1
CCC Microhost with Apple and Atari Computers	2	
Wicat Systems		
Host with Wicat Computers		1
Total Teachers	28	8

The average time pupils worked at a computer station, compared with average pupil time in a program, is summarized in Table 25 by computer system and program. Time is reported as average minutes per week.

Table 25

Average Pupil Time at Computer Compared to Average Pupil Program Time in Chapter 1 CLEAR Labs Using Computer-Assisted Instruction 1989-90

Type of Lab	Number of Labs	Reading/Language Programs: Average Minutes Per Week: At Computer	Reading/Language Programs: Average Minutes Per Week: In Program	Reading/Language Programs: Percent Computer Time
Elementary				
Jostin (Apple)	22	81.1	190.5	42.6
Jostin (ILA)	1	100.0	225.0	44.4
Tandy TRS-80 Color	1	45.0	225.0	20.0
Wasatch (Tandy)	1	80.0	195.0	41.0
Wasatch (Sperry)	1	150.0	200.0	75.0
CCC Microhost Lab	2	100.0	200.0	50.0
Total Elem.	28	84.3	194.1	43.4
Middle School				
Dolphin	3	91.7	212.7	43.1
Wasatch (Sperry)	1	150.0	200.0	75.0
Jostin (Tandy Networked)	3	103.3	208.3	49.6
Wicat	1	100.0	200.0	50.0
Total MS	8	104.4	207.9	50.2
Totals Elementary and Middle School	36	88.7	197.2	45.0

Table 25 indicates that, overall, pupils in CLEAR CAI/CMS labs received a bit less than half (between 40 and 50 percent) of their instruction at the computer stations. Previous observations and interviews indicate that a variety of individual and group teacher directed activities would account for the remaining program time. There were exceptions to the general range of 40 to 50 percent computer time. The Wasatch Tandy lab (elementary) used computer instruction 20.0% of the time, while the Wasatch Sperry labs (elementary and middle school) used computer instruction 75.0% of the time.

Summary

A total of 5135 pupils was served by the CLEAR program during the 1989-90 school year. Average daily membership in the overall program was 4165.5.

Within the CLEAR program there were six projects utilizing three different kinds of reading instruction: regular, whole language, and computer assisted. The program was staffed with 125 teachers serving 99 public schools, and seven non-public Chapter 1 eligible schools. In 79 public and non-public elementary schools, 3772 pupils were served by 98 teachers. In 27 public and non-public middle schools, 27 teachers served 1363 pupils.

This year's pretest/posttest analyses were done for two evaluation samples. Program pupils could be included in either or both of the samples. One was comprised of pupils who met their project attendance criteria, were English speaking, and had a Total Reading pretest and posttest score. The second sample was comprised of pupils who met their project attendance criteria, were English speaking, and had a Reading/Oral Comprehension pretest and posttest score. Some pupils might have met the criteria for only one evaluation sample.

The criterion for performance for these two samples as stated in the Desired Outcomes was that at least 50% of the pupils in each sample would gain at least 3.0 normal curve equivalent (NCE) points for the instructional period in total reading and reading comprehension. Table 26 gives a summary of pupils in the two evaluation samples, and the percent of pupils meeting the criterion for the samples by instructional group and by grade. As stated several times in the results section of this report, the reader must not make comparisons of totals between and among the instructional groups. The reason can be quickly discerned by noting the Not Applicable (NA) notations on the table which indicate that certain grades were not included in every instructional group.

The NCE score improvement categories for Total Reading show that of the 1004 pupils in the evaluation sample in the regular instructional group, 549 (54.7%) met the criterion for Total Reading; in the whole language instructional group, 490 (65.0%) of 754 pupils met criterion; and in the computer assisted instructional group, 550 (55.2%) of 997 pupils met the criterion for Total Reading. Inspection of Table 26 shows that the sample in grade 5 did not meet the criterion in any instructional group. Grade 6 did not meet criterion in the regular and computer assisted instructional groups, and neither did grade 8 in the regular instructional group. The average overall NCE gain for Total Reading across grades and instructional methods was 5.6 NCE points.

The NCE score improvement categories for Reading/Oral Comprehension show that in the evaluation sample of the regular instructional group of 984 pupils, 563 (57.2%) met the criterion; in the whole language group, 438 (70.4%) of the 622 pupils were successful; and of the 927 pupils in the computer assisted instructional group, 539 (58.1%) met the criterion. Looking again at Table 26, one can see that grade 4 in the regular and whole language groups did not meet the criterion. Grade 5 of the whole language group, grade 6 in the regular and computer assisted instructional groups, and grade 8 of the regular instructional group did not meet the criterion. The grade 6 and 8 samples did not meet the criterion in any instructional group. Although these grades did not meet criterion, all grades--except grade 8--showed some improvement. The total average NCE gain for Reading/Oral Comprehension across grades and instructional groups was 7.2 NCE points.

Table 26

Summary of Comparisons of Total Number of Pupils in Evaluation Samples and Percent of Samples Meeting Criterion for Public and Non-Public School Chapter 1 CLEAR Total Reading and Reading/Oral Comprehension Performance by Instructional Group 1989-90

Grade	Evaluation Samples															
	Regular				Whole Language				CAI/CMS				Total Populations			
	Total Reading		Reading/Oral Comprehension		Total Reading		Reading/Oral Comprehension		Total Reading		Reading/Oral Comprehension		Total Reading		Reading/Oral Comprehension	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	NA	NA	NA	NA	126	56.3	NA	NA	NA	NA	NA	NA	126	56.3	NA	NA
2	207	67.6	213	79.8	375	63.5	387	71.1	36	72.2	36	77.8	618	65.4	636	74.4
3	130	71.5	106	75.5	184	77.2	162	80.9	289	69.2	224	78.1	603	72.1	492	78.5
4	81	53.1	81	44.4	55	63.6	59	49.2	248	56.9	248	50.0	384	57.0	388	48.7
5	65	35.4	64	53.1	14	28.6	14	21.4	200	38.5	192	50.0	279	37.3	270	49.3
6	435	44.6	439	41.9	NA	NA	NA	NA	215	45.6	217	48.8	650	44.9	656	44.2
7	74	70.3	69	78.3	NA	NA	NA	NA	9	88.9	10	100.0	83	72.3	79	81.0
8	12	33.3	12	41.7	NA	NA	NA	NA	0	—	0	—	12	33.3	12	41.7
Total	1004	54.7	984	57.2	754	65.0	622	70.4	997	55.2	927	58.1	2755	57.7	2533	60.8

NOTE. The desired outcome for both the basic skills (Total Reading) and the advanced skills (Reading/Oral Comprehension) was for at least 50% of pupils in the evaluation sample to make a gain of 3.0 or more NCE points.
NOTE. NA = Grade or analysis not defined as part of Instructional Group

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This year all projects had a Desired Outcome which stated that after meeting a certain enrollment and/or attendance criterion 35 percent of pupils who were identified as being in danger of retention would not be retained (grades 1-5) or as being in danger of failing the course in which reading instruction occurs will not fail (grades 6-8). The criterion was met in every project at every level with 580 pupils (72.8%) of the predicted retainee/course failure pupils in the elementary and middle school levels either being promoted or passing their courses.

The whole language instructional projects met the criterion for their Desired Outcome for end-of-year text reading level. The outcome stated that at least 50 percent of the pupils who attend at least 80 percent of the instructional period will reach an appropriate text reading level for promotion to the next grade. Of the 918 pupils in sample, 738 or 80.0% met the criterion.

Positive ratings were given by CLEAR teachers to Chapter 1 inservice sessions in which they participated. Inservice features receiving positive comments by program teachers included receiving new information about changes in program, coordinators and Director comments at the orientation meeting, a visit to a whole language unit by whole language teachers, a presentation by Mr. Bible demonstrating reading intervention lessons, and practice in grading using primary traits for middle school teachers. The Opening Conference had the only item receiving five or more negative comments which expressed concern about not having enough time and too much crowded into one meeting. The only suggestion for future inservice topics with a frequency of five or more at a meeting was about coordinating with classroom teachers.

CLEAR Teachers reported contact with parents and hours spent in five different activities at the end of each month. They reported a total of 11066.6 contacts with 3602.1 parents of program pupils involving 6715.7 parent hours. Because teachers in the CAI/CMS projects served part time in the CLEAR program and part time in the MIC program, parent involvement data from this subset of CLEAR teachers had to be prorated between their two programs. This accounts for the statistical oddity of the fractional parents encountered.

Process evaluation was conducted in a series of on-site observations to 12 (26.1%) CLEAR-Whole Language units. On-site observations indicated evidence that the program was being implemented at the time of the visits. Program teachers expressed concern about how to coordinate with classroom teachers given program scheduling problems. Of the five facets of program implementation that could be given an overall average rating, three had an average rating of 1.9; one had an average of 2.0; and one (Parent Involvement) had an average rating of 1.7 on a 3-point scale where Compelling Evidence was rated (2), Some Evidence (1), and No Evidence (0).

Interviews conducted with regular and CAI/CMS elementary and middle school teachers indicated room for improvement in the following areas at both the elementary and middle school levels: parent involvement, problems with CTBS testing, selection procedures, and problems involving physical facilities. Additional concerns at the elementary level were seen in coordination with classroom teacher and timely feedback from the Department of Program Evaluation. The interviews also indicated that by and large program guidelines were being followed.

A survey of CLEAR CAI/CMS teachers indicated that a variety of computer systems was used in the CAI/CMS segments of the program. The most prevalent computer software used was from the Jostin Company, used in Apple computers at the elementary level and in Tandy computers at the middle school level. For the most part, pupils worked at a computer station between 40 and 50 percent of their program instructional time.

Recommendations

Since the 1989-90 Chapter 1 CLEAR program is to be completely restructured during the 1990-91 school year, the following recommendations were gleaned from this year's process evaluations. Process evaluation results would suggest the following recommendations for reading programs operating at the elementary and middle school levels for 1990-91.

1. Selection lists generated by the Department of Program Evaluation should be sent to a program teacher in each building. This person should be the liaison between the principal and other compensatory personnel to make sure selection lists are readily available and accessible. Teachers did not always have access to the most helpful selection list available.

2. Department of Federal and State Program personnel should continue to provide supervision through inservice and school visitations to maintain the feeling among program teachers of having a strong support system.

3. Methods for encouraging parent involvement need to actively sought and successful methods shared.

4. Administrators and staff should develop a plan to insure that joint planning with program teachers is possible. Teachers' varying schedules and locations in a building have sometimes been constraints on more frequent and formal joint planning. To help program teachers improve coordination with classroom teachers, one suggestion is that they use the simple technique of always recording conversations dealing with coordination on their lesson plans as soon as possible.

5. Lesson plans were available, although not necessarily in the DFSP format, in all units. The teachers who appeared to be in most control of their programs were those who used the recommended format given to them by the DFSP coordinator. That format is understandable to an outsider coming in to visit a unit. Perhaps the format should become "official" in order to assure that all aspects of the whole language approach are accounted for in planning.

6. The Test Selection Committee in coordination with the committee working on the Course of Study should continue its efforts to find a replacement for the CTBS test that best serves the needs of the school district.

7. Ways should be found to minimize delays in receiving ordered materials and in implementing work orders.

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Appendix A

Additional Tables

Table 27

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Total Reading Performance Reported by Grade Level Across Instructional Groups
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
1	126	1.0	84.0	9.0	21.0	1.0	99.0	15.5	26.1
2	618	1.0	99.0	12.0	18.1	1.0	99.0	24.0	23.1
3	603	1.0	86.0	16.0	13.2	1.0	91.0	26.0	17.1
4	384	1.0	69.0	23.0	11.6	1.0	89.0	26.0	14.5
5	279	1.0	78.0	27.0	11.0	1.0	74.0	27.0	13.4
6	650	1.0	81.0	24.0	11.1	1.0	83.0	24.0	14.3
7	83	1.0	44.0	19.0	8.4	3.0	68.0	31.0	13.9
8	12	9.0	30.0	16.5	7.4	4.0	38.0	20.0	11.3

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Table 28

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
Regular Group									
2	207	1.0	99.0	16.0	19.4	1.0	96.0	31.0	25.6
3	130	1.0	59.0	22.0	13.9	4.0	91.0	33.0	19.1
4	81	1.0	41.0	24.0	10.1	1.0	64.0	27.0	13.8
5	65	3.0	47.0	29.0	9.6	5.0	68.0	30.0	12.9
6	435	1.0	57.0	23.0	10.3	1.0	83.0	24.0	14.0
7	74	2.0	44.0	19.0	8.3	3.0	68.0	30.5	13.7
8	12	9.0	30.0	16.5	7.4	4.0	38.0	20.0	11.3

(table continues)

Table 28 (Continued)

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-public School Chapter 1 CLEAR
Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
Whole Language Group									
1	126	1.0	84.0	9.0	21.0	1.0	99.0	15.5	26.1
2	375	1.0	88.0	11.0	17.2	1.0	99.0	19.0	20.7
3	184	1.0	52.0	13.0	11.3	1.0	80.0	26.0	17.3
4	55	1.0	68.0	20.0	13.3	2.0	63.0	25.0	13.7
5	14	5.0	45.0	21.0	9.0	7.0	28.0	20.5	6.0

(table continues)

Table 28 (Continued)

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Total Reading Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
CAI/CMS Group									
2	36	1.0	88.0	6.5	18.0	3.0	75.0	21.5	22.0
3	289	1.0	86.0	15.0	13.7	1.0	76.0	24.0	15.2
4	248	1.0	69.0	23.0	11.6	1.0	89.0	26.0	14.9
5	200	1.0	78.0	27.0	11.5	1.0	74.0	26.0	13.6
6	215	1.0	81.0	24.0	12.5	1.0	80.0	25.0	15.0
7	9	1.0	26.0	14.0	8.0	4.0	62.0	33.0	16.2
8	0	NA	NA	NA	NA	NA	NA	NA	NA

Table 29

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Reading/Oral Comprehension Performance Reported by Grade Level Across Instructional Groups
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
2	636	1.0	93.0	11.0	16.9	1.0	99.0	25.0	23.6
3	492	1.0	90.0	16.0	13.7	1.0	92.0	32.0	17.7
4	388	1.0	79.0	28.0	11.4	1.0	73.0	28.0	14.4
5	270	1.0	84.0	27.0	11.7	3.0	79.0	28.0	12.4
6	656	1.0	79.0	23.0	9.3	1.0	91.0	23.0	15.0
7	79	1.0	34.0	18.0	6.7	3.0	77.0	33.0	16.9
8	12	6.0	36.0	12.0	9.3	1.0	50.0	16.0	14.8

Table 30

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
Regular Group									
2	213	1.0	93.0	14.0	16.8	1.0	96.0	37.0	25.5
3	106	1.0	79.0	19.5	15.5	1.0	92.0	34.0	19.1
4	81	1.0	50.0	28.0	9.6	1.0	70.0	29.0	13.8
5	64	1.0	50.0	29.5	10.5	10.0	75.0	32.0	13.6
6	439	1.0	63.0	23.0	8.5	1.0	91.0	23.0	14.6
7	69	1.0	34.0	18.0	6.3	3.0	77.0	33.0	16.9
8	12	6.0	36.0	12.0	9.3	1.0	50.0	16.0	14.8

(table continues)

Table 30 (Continued)

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public and Non-Public School Chapter 1 CLEAR
Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
Whole Language Group									
2	387	1.0	93.0	11.0	17.2	1.0	99.0	21.0	21.7
3	162	1.0	77.0	15.0	11.8	1.0	99.0	32.0	18.9
4	59	1.0	79.0	24.0	13.5	1.0	61.0	28.0	14.4
5	14	1.0	60.0	24.5	13.0	13.0	33.0	22.5	5.7

(table continues)

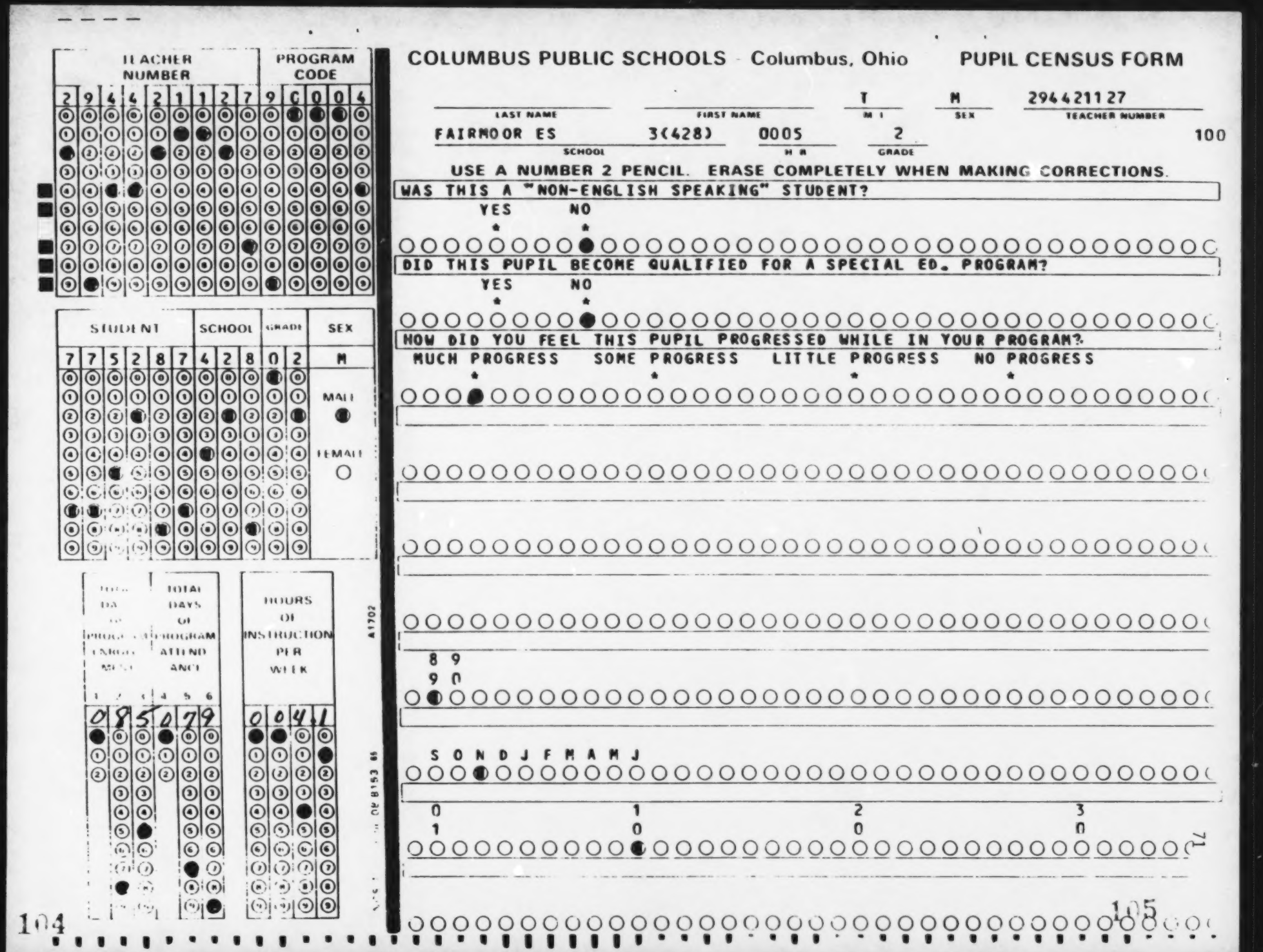
Table 30 (Continued)

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles for Public School Chapter 1 CLEAR
Reading/Oral Comprehension Performance Reported by Grade Level and by Instructional Group
1989-90

Grade	Pupils in Sample	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
CAI/CMS Group									
2	36	1.0	63.0	6.0	13.8	3.0	68.0	25.0	21.7
3	224	1.0	90.0	14.0	13.4	1.0	80.0	28.0	15.1
4	248	1.0	72.0	28.0	11.4	1.0	73.0	28.0	14.7
5	192	1.0	84.0	27.0	12.0	3.0	79.0	26.0	12.0
6	217	1.0	79.0	24.0	10.7	1.0	91.0	23.0	15.7
7	10	1.0	26.0	12.0	6.2	4.0	59.0	31.0	17.6
8	0	NA	NA	NA	NA	NA	NA	NA	NA

Appendix B

Instruments


TEACHER NUMBER
PROGRAM CODE
2 9 4 4 2 1 1 2 7 9 C 0 0 4
STUDENT
SCHOOL
GRADE
SEX
7 7 5 2 8 7 4 2 8 0 2 M
MALE
FEMALE
TOTAL DAYS OF PROGRAM ATTENDANCE
HOURS OF INSTRUCTION PER WEEK
0 8 5 0 7 9
0 0 4 1
A1702
COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio
PUPIL CENSUS FORM
LAST NAME
FIRST NAME
M I
SEX
TEACHER NUMBER
T
M
294421127
FAIRMOOR ES
SCHOOL
3(428)
H R
0005
GRADE
2
100
USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.
WAS THIS A "NON-ENGLISH SPEAKING" STUDENT?
YES
NO
DID THIS PUPIL BECOME QUALIFIED FOR A SPECIAL ED. PROGRAM?
YES
NO
HOW DID YOU FEEL THIS PUPIL PROGRESSED WHILE IN YOUR PROGRAM?
MUCH PROGRESS
SOME PROGRESS
LITTLE PROGRESS
NO PROGRESS
8 9
9 0
S O N D J F M A M J
0 1
1 0
2 0
3 0
71
104
105

17 MAY 90 RUN DATE
17:02:38 RUN TIME

CHAPTER 1 / DPPF
POTENTIAL RETAINEE RECORD SHEET
(PREPARED BY PROGRAM EVALUATION)

PROGRAM NAME: CLEAR NON-PUBLIC
PROGRAM CODE: 90104
SCHOOL NAME : [redacted]
SCHOOL CODE : 782
TEACHER NAME: [redacted]
TEACHER SSN : [redacted]

	STUDENT NAME LAST	FIRST	MI	STUDENT NUMBER	GRADE	DOB	WILL BE RETAINED IN GRADE YES	NO
1.	[redacted]	JORDAN		900601	01	08-12-83	--	✓
2.	[redacted]	EMILY		900602	01	07-13-82	--	✓
3.	[redacted]	TIMOTHY		900603	01	07-20-83	--	✓
4.	[redacted]	SHANNON		900604	01	04-14-83	--	✓
5.	[redacted]	DOMINIQUE		900605	01	11-05-82	--	✓
6.	[redacted]	JARROD		900606	01	10-31-82	--	✓
7.	[redacted]	ADAM	J	900607	01	03-29-82	--	✓
8.	[redacted]	JAMES	P	900608	01	03-17-83	--	✓
9.	[redacted]	JUSTIN		900609	01	08-02-83	✓	--
10.	[redacted]	JAMES		900610	01	05-27-83	--	✓
11.	[redacted]	LINDSEY		900611	01	12-23-82	--	✓
12.	[redacted]	KRISTOPHER		900612	01	07-26-83	--	✓

DATE 20 NOV 89

CHAPTER 1 / DPPF
POTENTIAL COURSE FAILURE RECORD SHEET

SCH	PROGRAM TEACHER	STUDENT NUMBER	STUDENT NAME		GRADE	SEC	COURSE CODE	COURSE TITLE	TEACHER	POTENTIAL COURSE FAILURE YES	NO
222	[redacted]	718142	[redacted]	ANDRE	7	87	2370	READING 7	KUHN	✓	---
		687872	[redacted]	RICA	7	29	2370	READING 7	HUNT	N/A	
		688875	[redacted]	CARMEN	7	67	2370	READING 7	STYBORSKI	---	✓
		679087	[redacted]	JOHN	7	54	2370	READING 7	KUHN	✓	---
		687884	[redacted]	SHANE	7	29	2370	READING 7	HUNT	✓	---
		701857	[redacted]	MAURICE	7	29	2370	READING 7	HUNT	---	✓
		677100	[redacted]	STEVEN	7	24	2370	READING 7	HUNT	✓	---
		683134	[redacted]	RAHMAN	7	24	2370	READING 7	HUNT	✓	---
		687883	[redacted]	ORONDE	7	57	2370	READING 7	KUHN	✓	---
		704938	[redacted]	MOSES	7	29	2370	READING 7	HUNT	✓	---
		682912	[redacted]	DONALD	7	24	2370	READING 7	HUNT	✓	---
		714761	[redacted]	CHARLES JR	7	67	2370	READING 7	STYBORSKI	✓	---
		698654	[redacted]	SCOTT	7	29	2370	READING 7	HUNT	---	✓
		675459	[redacted]	MARTIN	7	29	2370	READING 7	HUNT	✓	---
		700403	[redacted]	JEREMIAH	7	67	2370	READING 7	STYBORSKI	---	✓
		687876	[redacted]	ANTHONY	7	57	2370	READING 7	KUHN	✓	---
		683147	[redacted]	LIA	8	39	2380	READING 8	KAKIZOE	---	✓
		672951	[redacted]	CHARLES	8	39	2380	READING 8	KAKIZOE	N/A	
		734980	[redacted]	SANDTRINA	8	39	2380	READING 8	KAKIZOE	---	✓
		676148	[redacted]	DERRICK	8	19	2380	READING 8	ABRAM	✓	---
		686344	[redacted]	MICHAEL	8	39	2380	READING 8	KAKIZOE	---	✓

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PLEASE RESPOND FOR EVERY PUPIL
ACCORDING TO INSTRUCTIONS

PREPARED BY PROGRAM EVALUATION

17 MAY 90 RUN DATE
17:24:40 RUN TIME

CHAPTER 1

WHOLE LANGUAGE
TEXT READING LEVEL RECORD SHEET
1989-90

TEACHER ([redacted])
SCHOOL (473) [redacted]

STUDENT NAME	STUDENT NUMBER	BIRTH DATE	DATE OF ENROLLMENT IN PROGRAM	GRADE	END OF YEAR TEXT READING LEVEL SUCCESSFULLY COMPLETED
SHENEEKA D [redacted]	803245	08-11-82	09-18-89	01	------
KELLI M [redacted]	799306	03-10-83	09-18-89	01	------
CHEQUELA M [redacted]	800560	01-03-83	09-18-89	01	------
DIANTE L [redacted]	780256	06-17-83	09-18-89	01	------
MARSHALL R [redacted]	799345	01-04-83	09-18-89	01	------
JAMES M [redacted]	805044	08-07-83	09-25-89	01	------
THOMAS III C [redacted]	800559	05-01-83	09-18-89	01	------
JACQUELINE A [redacted]	782265	08-17-83	09-18-89	01	------
CARESSA M [redacted]	777572	07-12-82	09-18-89	01	------
SHENA [redacted]	799559	07-19-83	09-18-89	01	------
LAKISHA D [redacted]	800248	10-09-82	09-18-89	01	------
STACEY A [redacted]	780344	02-21-83	09-18-89	01	------
ROMAR A [redacted]	794665	06-22-83	09-18-89	01	------
MAURICE L [redacted]	801958	11-20-82	09-18-89	01	------
LANCE G [redacted]	803249	07-26-83	09-18-89	01	------
BRANDON L [redacted]	794348	12-12-82	09-18-89	01	------
AMY M [redacted]	809031	02-26-83	09-18-89	01	------
TIANA [redacted]	803254	01-07-83	09-18-89	01	------
QUANA M [redacted]	803253	01-15-83	09-18-89	01	------
FREDERICK M [redacted]	800558	04-23-83	09-18-89	01	------

CHAPTER 1 EVALUATION
PARENT INVOLVEMENT SURVEY

mailing label
goes here

Name _____

School _____

For the month of MAY

DIRECTIONS:
1. Complete all information according to the instructions, fold over so back is showing, staple, and place in school mail.
2. Place a parent in only one activity for any one meeting.
3. Total hours (Column B) equals the number of parents times the number of hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30.0 hours (Column B), 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5, **no fractions please.**
4. Item 6 - This is the number of different parents seen during the month. If you had 16 parent conferences but 10 conferences were with the same parent, the number is 7 parents - you saw 7 parents but had 16 conferences. **Do not count the same parent more than once for the month.**

	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning, operation, and/or evaluation of your unit	_____	____.__
2. Group Meetings for Parents	_____	____.__
3. Individual Parent Conferences (include phone conferences)	_____	____.__
4. Parental Classroom Visits or Field Trips	_____	____.__
5. Visits by you to Parent Homes	_____	____.__
6. Number of different parents seen during the month	_____	

PLEASE PUT IN SCHOOL MAIL NO LATER THAN FRIDAY, JUNE 1, 1990

EVALSRVCS/P502/RPTFCLE90
02/27/91

Mailing Label Here

CHAPTER 1 EVALUATION
PARENT INVOLVEMENT SURVEY

CHAPTER 1 ANNUAL PARENT COUNT

Enter in the box to the left the number of different parents you had involved this school year. COUNT EACH PARENT ONLY ONCE FOR THE YEAR. If you have questions, please call Jane Williams at 365-5167.

COMPLETE THE REST OF THIS REPORT FOR JUNE ONLY

DIRECTIONS:

1. Complete all information according to the instructions, fold over so back is showing, staple, and place in school mail.
2. Place a parent in only one activity for any one meeting.
3. Total hours (Column B) equals the number of parents times the number of hours spent, e.g., a group meeting for 10 parents which lasts 3 hours would result in 10 parents (Column A) and 30.0 hours (Column B), 15 parent conferences each for 30 minutes would result in 15 parents and 7.5 hours. Please round all figures in Column B to the nearest half hour. Enter half hours as .5, **no fractions please.**
4. Item 6 - This is the number of different parents seen during the month. If you had 16 parent conferences but 10 conferences were with the same parent, the number is 7 parents - you saw 7 parents but had 16 conferences. **Do not count the same parent more than once for the month.**

Activities	(A) Number of Parents	(B) Total Number of Hours
1. Parents involved in the planning, operation, and/or evaluation of your unit	_____	_____.__
2. Group Meetings for Parents	_____	_____.__
3. Individual Parent Conferences (include phone conferences)	_____	_____.__
4. Parental Classroom Visits or Field Trips	_____	_____.__
5. Visits by you to Parent Homes	_____	_____.__
6. Number of different parents seen during the month	_____	

PLEASE PUT IN SCHOOL MAIL NO LATER THAN FRIDAY, JUNE 1, 1990

ESEA CHAPTER 1 AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1989-90 ORIENTATION

Date of Orientation Meeting_____A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Primary-Whole Language (2-3)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:
(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)
(15) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

****
*
* Please turn over for questions 6-9 *
*
****

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting?_____

_____

8. What was the least valuable part of this meeting?_____

_____

9. What additional information or topics would you like to see covered in future meetings?

_____

_____

_____

GENERAL INSERVICE EVALUATION FORM
1989-90

Inservice Topic: _____

Presenter(s): _____

Date: ____/____/____ (e.g., 03/05/90)
MM DD YY

Session (Check only one): _____ all day _____a.m. _____ p.m.

Circle only the program(s) you are in:

ESEA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR Non-Public (1-8)
(4) CLEAR-Whole Language (1-5)
(5) CLEAR-Elementary Regular (2-5)
(6) CLEAR-Elementary-CAI (3-5)
(7) CLEAR-Middle Regular (6-8)
(8) CLEAR-Middle-CAI (6-8)
(9) MIC-Elementary-CAI (3-5)
(10) MIC-Elementary-CBE (3-5)
(11) MIC-Middle-CBE (6-7)

DPPF Programs:
(12) Secondary Reading (Regular)
(13) Secondary Reading (CAI)
(14) HSCA

Other (Specify)
(15) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile meeting.	5	4	3	2	1
2. The information presented in this meeting will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentation.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. Please list any additional information or topics you would like to see covered in future meetings. a) _____

b) _____

c) _____

EVALSRVCS/P502/RPTFCLE90
02/27/91

Columbus Public Schools
Department of Program Evaluation
Process Evaluation

EVALUATOR'S VISITATION LOG
FOR ESEA-CHAPTER 1 WHOLE LANGUAGE PROGRAM
1989-90

Definitions and Examples for Determining Kinds of Evidence, Degrees of Evidence, and Directions for Using the Rating Scale*

Three Kinds of Evidence

(PE)=Physical Evidence: Examples of physical evidence are lesson plans, instructional materials, pictures of activities, displays, and written communications.

(BE)=Behavioral Evidence: This is evidence obtained from observing and/or hearing interactions during the visit. Examples of these interactions are teachers with pupils, pupils with pupils, and teachers and pupils with instructional materials.

(TE)=Testimonial Evidence: Examples of testimonial evidence are verbal comments made by teachers and/or pupils regarding instructional activities that have been carried out.

Three Degrees of Evidence

The following description of response choices is designed to provide some uniformity to the rating process.

(2)=Compelling Evidence: The evidence found is the designated one in parentheses following the item. It is substantial and conclusive. The evidence indicates that the item was being fully implemented during the visit.

(1)=Some Evidence: Evidence is found, but it is not the designated evidence that is considered compelling. The evidence indicates that the item was being partially implemented during the visit.

(0)=No Evidence: No physical, observational, or testimonial evidence is found. The evidence indicates that the item was not being implemented during the visit.

Directions for Rating the Items on the Instrument

When you read each item on the Evaluator's Visitation Log, please note the letters in parentheses which follow each item. These letters represent the most compelling kind of evidence available to the evaluator for that item. The designated evidence accompanying each item will help the evaluator determine the degree of evidence available for that item.

If the designated compelling evidence is found, circle number (2). If compelling evidence is not found, look for one of the other kinds of evidence. If one of the other kinds is found, circle number (1). If no evidence is found, circle (0).

*Note: Concepts of Kinds of Evidence and Degrees of Evidence were developed in a middle school evaluation report prepared by Donald Beck (1981).

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EVALUATOR'S VISITATION LOG
FOR ESEA-CHAPTER 1 WHOLE LANGUAGE PROGRAM
1989-90

School: _____ Program Teacher: _____

Observer: _____ Date: _____ Time: from ___ to ___

Grade(s) Observed: _____ Number of Pupils in Class: _____

Directions: Read each item. Notice which designated kind of evidence in parentheses is considered compelling. If Compelling Evidence is found, circle (2). If Compelling Evidence is not found, look for one of the other kinds of evidence. If you find other evidence, circle the (1). Circle (0), if you find no evidence.

To what extent is there evidence that:	Compelling Evidence	Some Evidence	No Evidence
Literate Environment for Pupils			
1. Pupil writings are displayed (PE).	2	1	0
2. Other reading materials - charts, experience stories, etc. - are placed where children can read them (PE).	2	1	0
3. Room arrangement facilitates many reading options (PE).	2	1	0
4. Reading materials--books, etc.-- are accessible to pupils (PE).	2	1	0
Comments: _____			
Administrative Procedures and/or Record Keeping			
5. Running records are maintained for all classes (PE).	2	1	0
6. Pupil personal data and attendance are recorded on the DFSP Student Data Form (PE).	2	1	0
7. Data from program selection tests are recorded (PE).	2	1	0
8. Program guidelines for selecting pupils are followed (PE).	2	1	0
9. Class schedules are up-to-date (PE).	2	1	0
Comments: _____			

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CNN: ____

To what extent is there evidence that:	Compelling Evidence	Some Evidence	No Evidence
Materials and Facilities			
10. Holt materials are used for reading experiences (PE).	2	1	0
11. Facility can accommodate flexible grouping for instruction (PE).	2	1	0
12. Reading experiences are provided through the use of supplemental materials (PE).	2	1	0

Comments: _____

_____

_____

_____

Lesson Management (Activities, Variety, Direct Teaching Techniques)

Lesson involves reading or writing of continuous text and includes at least two of the following:

13. Discussion or questioning of pupils relates to concepts, development of new information, or prior knowledge (BE).	2	1	0
14. Teacher reads story to pupils (BE).	2	1	0
15. Guided reading includes questioning for reading strategies (BE).	2	1	0
16. Teacher and pupils are involved in group writing activity (BE).	2	1	0
17. Teacher administers a Running Record (BE).	2	1	0
18. Teacher and pupils read together (BE).	2	1	0
19. Pupils are involved in independent writing activities (BE).	2	1	0
20. Pupils are involved in independent reading activities with a partner or alone (BE).	2	1	0

Comments: _____

_____

_____

_____

CNN: ____

To what extent is there evidence that:	Compelling Evidence	Some Evidence	No Evidence
Instructional Efficiency and Monitoring			
21. Lesson plans are available **(PE)**.	2	1	0
22. Instruction begins within three minutes after pupils are in room **(BE)**.	2	1	0
23. Routines are established so pupils do not waste time waiting **(BE)**.	2	1	0
24. Positive feedback (verbal or written) is task specific **(BE)**.	2	1	0
25. Instruction is coordinated with all classroom teachers as indicated by lesson plans **(PE)**.	2	1	0
26. A system is used for monitoring pupil progress of daily lessons such as writing samples, running records, anecdotal notes, etc. **(PE)**.	2	1	0
Comments: _____			
Classroom Climate			
27. Verbal interactions are respected by teacher and pupils **(BE)**.	2	1	0
28. In general pupils are attentive to the task **(BE)**.	2	1	0
29. All pupils are given the opportunity to respond **(BE)**.	2	1	0
Comments: _____			
Parent Involvement			
30. Reading materials are sent home for the student to practice reading **(BE)**.	2	1	0
31. A system is used for communicating with parents, on a regular basis, about their child's motivation and achievement: notation(s) on Student Data Form, newsletters, notes, etc. **(PE)**.	2	1	0
Comments: _____			

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EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

___ CLEAR-Elem	___ CLEAR-Elem-CAI	___ MIC-Elem-CAI
___ CLEAR-Mid	___ CLEAR-Mid-CAI	___ MIC-Elem-CBE
___ SRP (Regular)	___ SRP-CAI	___ MIC-Mid-CBE

School: _____ Date: _____ Time: from _____ to _____

Program Teacher: _____ Evaluator: _____

Grade(s) Observed: _____ Number of Pupils in Class: _____

General Directions: This instrument consists of two sections, a Teacher's Rating Scale with space for optional comments and an Evaluator's Observation Log. In addition a brief interview will be conducted either before or after the observation, whichever is more convenient. The teacher should complete the Teacher's Rating Scale (Section A) prior to the evaluator's visit and present the entire instrument to the evaluator at the time of visitation. The evaluator will complete the interview notes and Evaluator's Observation Log (Section B) during the course of the visitation.

SECTION A: TEACHER'S RATING SCALE AND INTERVIEW NOTES

Directions: Please complete this section prior to the evaluator's visit by rating the following aspects of your program. Circle the number in each item that most closely corresponds to your rating of the item on a scale where the highest rating is 5 and the lowest rating is 1 (no fractions, please). Please respond to all rating scale items in Section A.

Pupil Progress

1.	The overall progress of this year's pupils	Excellent 5	4	3	2	Very Poor 1
2.	Share Progress of Pupils with Classroom and/or Content Area Teacher	Very Frequent 5	4	3	2	Very Infrequent 1

Teacher's Optional Comments _____

_____

_____

_____

Parent Involvement

3.	Response to Efforts to Involve	Very Responsive 5	4	3	2	Very Unresponsive 1
4.	Change in Positive Pupil Behavior due to Parent Involvement	Very Much 5	4	3	2	None 1

5. Frequency of Reporting Pupil Progress to Parents During a Quarter

(5) 10 or More Times
(4) 7 to 9 Times
(3) 4 to 6 Times
(2) 1 to 3 Times
(1) Less Than 1 Time

Teacher's Optional Comments _____

Coordination with Classroom Teacher

6.	Cooperation of Classroom Teacher	Very Cooperative 5	4	3	2	Not at All Cooperative 1
7.	Effectiveness of Coordination	Very Effective 5	4	3	2	Not at All Effective 1

8. Frequency of Joint Planning During a Quarter

(5) 10 or More Times
(4) 7 to 9 Times
(3) 4 to 6 Times
(2) 1 to 3 Times
(1) Less Than 1 Time

Teacher's Optional Comments _____

Selection Process

9. Selection Test Choice	Excellent 5	4	3	2	Very Poor 1
10. Problems	None 5	4	3	2	Many 1
11. Procedures	Very Simple 5	4	3	2	Very Complex 1
12. Time Required	Very Reasonable 5	4	3	2	Very Unreasonable 1

Teacher's Optional Comments _____

_____

_____

_____

Class Scheduling

13. Administrative Cooperation	Excellent 5	4	3	2	Very Poor 1
14. Teacher Cooperation	5	4	3	2	1
15. Class Size	5	4	3	2	1

Teacher's Optional Comments _____

_____

_____

_____

Testing: Achievement Measure (CTBS)

16. Choice of Test	Excellent 5	4	3	2	Very Poor 1
17. Problems	None 5	4	3	2	Many 1
18. Procedures	Very Simple 5	4	3	2	Very Complex 1
19. Test Scheduling	Very Easy 5	4	3	2	Very Difficult 1
20. Time Required	Very Reasonable 5	4	3	2	Very Unreasonable 1

Teacher's Optional Comments _____

_____

_____

_____

Evaluation Feedback

21. Quantity	Very Adequate 5	4	3	2	Very Inadequate 1
22. Information	Very Useful 5	4	3	2	Of No Use 1
23. Time Factor	Very Timely 5	4	3	2	Very Untimely 1

Teacher's Optional Comments _____

_____

_____

_____

Materials Provided for Program

24. Amount	Very Adequate 5	4	3	2	Very Inadequate 1
25. Levels	Very Appropriate 5	4	3	2	Very Inappropriate 1
26. Condition	New 5	4	3	2	Old 1

Teacher's Optional Comments _____

_____

_____

_____

Facilities

27. Space	Excellent 5	4	3	2	Very Poor 1
28. Light	5	4	3	2	1
29. Temperature/Ventilation	5	4	3	2	1
30. Noise Level	5	4	3	2	1
31. Furniture	5	4	3	2	1
32. Storage	5	4	3	2	1

Teacher's Optional Comments _____

_____

_____

_____

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EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

SECTION B: EVALUATOR'S OBSERVATION LOG (CLEAR/SRP)

Directions for Evaluator: Check (X) all pupil activities observed during the visit.

Activities in Lab

___ 1. Engaging in Independent Reading
(Sustained Silent Reading and/or Rereading a Familiar Story)

___ 2. Reviewing Prior Knowledge with Teacher and Filling in Background Needed for Lesson with Teacher Guidance

___ 3. Listening to Teacher Read a Story

___ 4. Listening to Teacher Read a Story and then Discussing

___ 5. Sharing a Story or Book with a Peer and/or Teacher

___ 6. Giving Oral Reports or Reading Aloud to Class

___ 7. Doing Independent Writing

___ 8. Participating in a Guided Group Writing Activity
(Writing Process Activities)

___ 9. Learning a New Concept(s) and/or a Specific Skill(s)

___10. Reviewing and Strengthening Specific Skills and/or Concepts

___11. Doing Individual Seatwork

___12. Working at Learning Centers

___13. Watching Demonstrations or Doing Experiments

___14. Doing Computer Activities

___15. Participating in a Small Group Discussion

___16. Participating in a Play, Skit, or Choral Reading

___17. Role Playing

___18. Debating

___19. Test Taking

___20. Other

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EVALUATOR'S VISITATION LOG
FOR DPPF-SRP AND ESEA CHAPTER 1 PROGRAMS
1989-90

SECTION C: EVALUATOR'S ADDITIONAL INTERVIEW ITEMS

Evaluator's Directions: The evaluator should concentrate on the following areas in the course of the interview.

Rating Scale with Teacher's Optional Comments

Look over the Rating Scale previously completed by the teacher and inquire about any areas that seem to require further clarification.

Selection Procedures

	Yes	No	NA
1. Program guidelines for selecting pupils are followed.	____	____	____

Record Keeping

	Yes	No	NA
2. Pupil personal data and attendance are recorded on DFSP Student Data Sheets or alternative form/method.	____	____	____
3. Teacher understands procedures for recording attendance and enrollment on DFSP Student Data Sheet (including special guidelines for CLEAR-Elem-CAI and the MIC programs).	____	____	____
4. Correct procedures are followed in completing PCFs.	____	____	____

Record Keeping (Cont'd)

	Yes	No	NA
5. Add Forms			
a. Are Add Forms up-to-date?	____	____	____
b. Are more Add Forms needed?	____	____	____

Coordination with Classroom Teachers

6. What primary method(s) do you use for coordination with classroom and/or subject area teachers? Check all that apply.

____Scheduled Meetings
____Written Communication
____Informal Contact
____Information from Pupils
____Other_____

Contact with the Home

7. What primary method(s) do you use for reporting to parents? Check all that apply.

____Parent Conferences (School or Home Visits)
____Telephone Calls
____Written Notes
____Progress Reports (e.g. checklists, computer generated reports, etc.)
____Grade Cards
____Newsletters
____Parental Supervised Homework
____Other_____

Monitoring of Pupil Progress

8. What primary method(s) do you use to monitor pupil progress? Check all that apply.

____Individual Work Folders
____Conferences with Pupils
____Checklists
____Graphs and/or Charts
____Assignment Sheets
____Tests and/or Quizzes
____Computer Management System
____Chalkboard Exercises
____Oral Activities
____Homework Assignments
____Other_____

MEMO

TO: CLEAR, MIC, and SRP Teachers Using Computer-Assisted Instruction (CAI)

FROM: Ed Chamberlain (CLEAR-CAI and SRP-CAI evaluations)
Mike Gibbons (MIC-CAI evaluations)

SUBJECT: Computer Systems Used in CAI Classrooms

DATE: February 15, 1990

Since there is a variety of different computer systems used in program classrooms, it is necessary for us to periodically assess the distribution and use of these computer systems. Please take a few minutes to complete the attached form, fold and staple with the return mailing label showing, and return it in the school mail no later than February 28, 1990.

If you have any questions or concerns please call one of us at 5167.

cc: Dick Amorose
Rose Carbol
John Hilliard
Jim Huber
Pat Huggard
Dick Snide
Jane Williams
Dorothy Wilson

Columbus Public Schools
Department of Program Evaluation
Process Evaluation

COMPUTER CENSUS FORM
FOR DPPF AND ESEA CHAPTER 1 PROGRAMS
USING COMPUTER ASSISTED INSTRUCTION (CAI)

Teacher _____ School _____

1. Please give the number of Computers or Terminals in your lab, by Type.

___Apple
___TRS-80 Color
___TRS-80 Black and White
___Tandy 1000-SL
___Tandy-3000
___Tandy-4000
___Other Tandy _____
___Acer
___Dolphin
___Sperry
___AT&T
___Atari
___Wicat
___PET
___Other_____
___Other_____
___Other_____

2. Please check the company servicing the computers.

___Jostin
___B&B
___Wasatch
___CCC
___Wicat
___Other _____

3. Please check the type of lab you have.

___Apple lab
___ILA lab
___Tandy lab
___Networked Tandy Lab
___Sperry Network System
___CCC Microhost lab
___Dolphin lab
___Wicat Systems lab
___Other _____

4. Does your computer system include a command module/teacher management system? ___Yes ___No

5. Can the command module also be used as a pupil station? __Yes __No __NA

6. How many computers (or terminals) are available in your lab for pupil work (do not include the Command Module)? _____

7. What is the average number of minutes per week a pupil is served in the program?

_____ (Reading program pupils) _____ (Math program pupils)

8. What is the average number of minutes per week a pupil works at a computer?

_____ (Reading program pupils) _____ (Math program pupils)

9. Additional comments:_____

_____

DPE 2/90

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